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School Activities

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As the Editor Sees It



Hello, glad to be with you again. Bigger and better than ever? We hope so—both you and we.

A new school year, and a new school setting for many, many students. As we have said before, a student's first day in a school is the most important he will ever spend in it because on this day he will take attitudes which will affect all of his later life there. So let's BE SURE that his first day, week, month, and year are GOOD in every way. This GOOD is not achieved by silly freshmen initiations and similar horseplay, or by more dangerous stunts and activities. Let's ORIENTATE, not INITIATE, the freshmen.

Last June, while waiting for a graduating class to begin its march into the auditorium, we were looking over the printed program. Near the bottom of the page was "Award of Prizes". A questioned faculty member standing nearby stated that 40 awards were to be made. "Wow," we thought, "with some 400 graduates in the class, this'll be a long program."

In material's, organization, participations, and routines, the program was one of the best we have ever seen. Apprehensively, we waited for the awards. And were we surprised! These 40 presentations were so neatly, efficiently, and interestingly made that we were downright amazed when they were completed. Genuinely thrilled, we asked Principal Emma E. Christian to tell our readers about them. Her descriptive presentations will be found on page 11. Why couldn't your school develop such a list?

In the 27 graduations we attended last spring, there were only three mimeographed programs. That record is good, but it could be still better.

A number of schools now make use of an attractive colored cover cut (commercially produced) on their printed program. Not a bad idea!

Occasionally a school newspaper, magazine, yearbook, or other publication containing objectionable material appears, and the blame is usually directed towards

the editor. In all such instances the pertinent question is "Wasn't there any faculty supervision?"

A few months ago fines totaling \$5,400 were levied against 10 west coast universities by the Pacific Coast Conference for violations of the athletic recruitment code. These fines ranged from \$2,400 for UCLA, 1946 conference champion, to \$25 for Oregon State. The general idea of attempting to correct this evil is certainly proper, but such penalties are ridiculous—such fines are mere peanuts. As Prescott Sullivan of The San Francisco Examiner wrote, "The \$2,400 UCLA had to pay.... strikes us as being a cheap price to pay for Rose Bowl success." Why not set up a real sting for such violations, say jail sentences, or complete disqualifications?

And while we are on collegiate athletics. A while back from a neighboring hilltop we were looking down into an empty university stadium capable of seating 80,000 spectators—a dismal, dreary picture. Our thought—How much more good could have been done had the millions that went into this structure been put into student loan and a scholarship funds! Such an investment would have been working continuously, not merely 6 or 8 times a year.

We believe (and by no means because School Activities publishes it) that the little inexpensive "High School Service Record" booklet represents a fine project because it provides for a permanent and authenticated record of a student's participation in activities. If you haven't seen it, write for a sample copy.

Due perhaps to the influence of the war, rifle clubs, for both boys and girls, are developing rapidly. Another good activity—if competently handled.

Some time ago we discontinued our "Stunts" department. Because of incessant demands we are reestablishing it. You can help us to keep it going by sending in your best stunts—short, pointed, and easily staged and handled. Thanks!

Democracy and the Student Council

DEMOCRACY in school must be more than an abstraction, embalmed in textbooks or applauded in commencement speeches, if American youth is to be fitted to deal adequately with the complex and perplexing problems which face this generation. It is something to be experienced in the daily life of the school. That most high schools are in any real sense laboratories of democracy is open to serious question. This is not surprising since there is no clearcut agreement among adult Americans as to what, precisely, democracy is and, consequently, what steps are necessary to attain it. Schools reflect the uncertainty which characterizes the society of which they are a part.

We recognize certain elements as characteristic of a democratic society—respect for the integrity of the individual, some community of purpose but the right of a minority to be heard, freedom from coercion, participation in making decisions, opportunity to develop to the full the individual's talents and abilities. These elements, however, are not absolutes. Each one limits to some extent the attainment of the others. Democracy can be achieved only as some degree of harmony is achieved among these conflicting demands. This fact is at the root of our confusion.

By many, democracy is conceived as a sort of precarious equilibrium between regimentation and license. This point of view applied to school administration results at best in paternalism, at its worst in a thoroughgoing dictatorship. A sounder concept has been developed by Lewin and others in the Iowa studies of leadership training.¹ They emphasize that democracy differs in *kind* as well as in direction from both autocracy and laissez-faire. Its chief characteristic is responsible participation in making plans, carrying them out, and appraising results. In a democracy all take part in making decisions and the sharing of responsibility is real.

Applied to the school this concept of democracy gives to pupils at every level a part in determining policies and selecting

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activities. It demands of teachers and administrators abiding faith in young people and the belief that teacher and pupils together can make more intelligent decisions than either can alone. The democratic school is one in which planning is basic. It is one in which the concept of shared responsibility permeates the life of the school.

A major agency of potential democracy in the school is the student council. The term "potential" is used advisedly, for any realistic analysis of the functions and activities of student councils as they exist in most schools today makes inescapable the conclusion that only a very small minority of them exemplify a dynamic concept of democracy. If the council is to make a significant contribution to education for democracy, basic principles of democratic organization must be observed. A few of these as they affect the council are listed below.

1. *The council must have real responsibility, its authority respected by teachers and pupils alike.* Too many councils are mere facades which conceal the realities of paternalism or teacher domination behind them. In one school where students were asked about the student council, one replied: "Oh, you mean the principal's stooges." Such a statement indicates an unhealthy situation in the school. The desirable relationship is neither teacher nor pupil domination but a partnership based on mutual respect.

2. *Members of the council should be freely chosen by their fellows, with no restriction on eligibility for office.* I know schools where council members are selected from a list of eligibles designated by the faculty; of scholarship requirements which limit office holding to the academically respectable; of schools where the council was discontinued by administrative edict because the faculty did not approve the pupils' choice for officers. Teachers who have confidence in young people recognize that pupils will generally make better selection of representatives

¹See especially articles in *Educational Leadership* for January, 1944, and the entire issue of the *Journal of Educational Sociology* for March, 1944.

than adults could make for them. In any case the representatives are theirs, and they should have freedom of selection, including the right to learn from their mistakes. *Every* pupil is a citizen, and as a citizen he should have opportunity to choose those who represent him and to represent his fellows on the council if they select him. It is difficult to see how scholastic requirements can be justified except on a basis of intellectual snobbery.

3. *The operation of the council should involve the entire student body.* Participation of all pupils in the activities of the council should not stop with the election of officers and representatives. Sometimes the council is a pleasant private club whose members think of it in terms of the enhancement of their own authority and prestige. If the council is to perform a democratic function, there must be a two-way relationship between its members and the electorate they serve. The council should not only be responsive to the wishes of its constituency. It should develop opportunities for all pupils to participate actively in constructive school improvement. Many such opportunities may be provided by functioning student council committees, broadly representative of all pupils interested in the service the committee performs. Other possibilities will be found in cooperation with other student organizations. Democracy is pluralistic and thrives on variety in social relationships. Too great concentration of authority is dangerous, whether it be exerted by staff members or by an agency of the student body. The function of the council is to stimulate and coordinate student activity, not to monopolize it.

4. *Structure of the council should be simple, its organization subordinated to its purposes.* It is not the council's function to teach political forms of adult society. Some schools have patterned their councils after a city council, the state legislature, or the commission form of municipal government. There is danger, in such instances, that the council may bog down in machinery and red tape or that it may be conceived as merely playing at government. The learnings desired through pupil participation are attitudes and skills, not information. The precise form of organization will differ appropriately in relation to the size of the school, the activities delegated to the council, and the amount of experience pupils have had

in cooperative living. That student council well be most effective whose machinery is geared to the tasks it has to perform, and which is flexible enough to adapt itself to changing conditions.

5. *The program of the council should be centered in activities pupils feel to be important to them and should be positive in its approach.* Probably more councils have been wrecked by being made judicial bodies to enforce teacher ideas of discipline and decorum than in any other way. Councils may assume responsibility for various phases of student conduct, but this should reflect a code of behaviour developed and accepted by the pupils themselves. A positive program will be concerned with improving the extracurricular life of the school—parties and other social events, athletics, assembly programs, clubs, and inter-school relationships. If the council interests itself in such matters as college entrance requirements, curriculum organization, or guidance activities, this should be welcomed as an evidence of maturity and responsibility, rather than considered an invasion of faculty prerogatives.

The student council is, of course, only one agency through which experience in democratic procedures can be provided. The various activities which are ordinarily classified as "extracurricular" give large opportunity for pupil initiative and cooperative planning. The school alert to capitalize its opportunities for pupils to experience the responsibilities of democratic citizenship will draw no sharp dividing line between the extracurricular and the curricular. In the English class, as in the student council or the dramatic club, the best results will be obtained when pupils and teacher plan together and cooperatively determine the problems to be attacked and the methods most likely to produce results, and together appraise their accomplishments. The school whose staff is seriously concerned with helping pupils learn how to be effective citizens of a democracy will create opportunities for pupils to share responsibility in every phase of school activity. Democracy is more than a word. It is a way of living together.

The successful man is he who has used his liberal education as a groundwork for developing his own personality.

—Nicholas Murray Butler

Taste in Declamation

DURING the past ten years, I have judged a number of high-school declamation contests in widely scattered States: Missouri, Minnesota, North Dakota, California, Alabama and New York. Although local methods of procedure have varied somewhat from place to place, the performances—dramatic, humorous, oratorical—have been qualitatively much alike and have not, if my sampling be representative and my memory serves, shown any change for the better in a decade. The first contest I judged, in a small Missouri town, seemed to me to have in it many elements of doubtful taste. The contest I judged a week ago, in a larger New York town, displayed precisely the same elements.

How are these contests gotten up, and what is their purpose? Most of them originated, I expect, at a time when "public readings" were more generally relied upon for entertainment than they are today. Some of them are intra-mural affairs; some are contests between six or more schools. Prizes vary from certificates to small amounts of cash. Students are selected by some method of elimination, coached in the recitation of "numbers", and sent up on the stage to deliver them before a local audience. Admission is sometimes charged.

The purpose of declamation contests is not altogether clear. I believe the purpose *should* be primarily to give students practice in interpreting literature and, secondarily, to entertain audiences. I believe further that this two-fold purpose is ordinarily reversed in the mind of the coach, assuming that the coach has given the matter any thought. Otherwise, how account for the "precious" numbers one hears, and the puerile, the bathetic, the trite and the horrific? Regularly, in contests, I have seen performances like this: A comic Negro monologue in which the Negro sells eggs and cheats his customers by a droll method of counting—a sort of entertainment which should have passed with the passing of the minstrel show. A monologue displaying a teacher's antics as she is bitten by a swarm of ants one of her students has released in the classroom. A play cutting, delivered by a girl, in which six men, trapped in a submarine,

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philosophize, shriek and blubber as their end approaches. A story of a little disfigured and unwanted lad (this also done by a girl) who is spurned by a cruel mother, falls downstairs, is fatally injured and dies in his repentent mother's arms.

Where, today, but in a declamation contest, would one encounter such meretricious stuff? Surely nowhere else in our school systems. Yet the very English teacher who patiently explains to her resentful charges that Edgar Guest may not properly be regarded as a poet and who lectures them with dignity on Shakespeare encourages them to recite aloud in public, works of less literary value than the comic strip.

If it be objected that tripe is the sort of thing audiences like, the obvious reply is that the teacher has some responsibilities as arbiter of literary tastes; at least she is not committed to pandering, aesthetically, to the most rustic tastes in the community.

But the choice of undignified selections is not the only persistent fault of the declamation contest. Often the selection is quite beyond the powers of the performer. This is usually true of full-length play cuttings. I have seen single children of fifteen bound through abridged versions of "Mary of Scotland", "You Can't Take It with You", "Arsenic and Old Lace" and "State of the Union". Apart from the fact that, cut to twelve minutes' running time, a plot cannot be followed even by the most alert, the job of keeping six or eight characters going and distinct is too much to ask of a high school student.

Readings, finally, of too great maturity sometimes find their way into contests. I cannot but think it incongruous for a child of thirteen to essay Amy Lowell's "Patterns" or for a sub-deb Elizabeth to argue with her *alter ego*, Essex, on the subject of love vs. duty; yet I have sat in judgment over both performances.

Assuming the purpose of the declama-

tion contest to be what I have stated above—providing students with practice in interpreting literature and providing audiences with entertainment—I should, therefore, like to make the following suggestions to the teachers whose lot it is to coach the participants:

1. Choose selections which will in some way be a challenge to a student's imagination. The preparation of a "stunt" is not worth anybody's time.

2. Bear in mind that declamation for self-display is dated. A more worthy function in declamation is communicating the art of the writer of literature.

3. In dramatic readings, two main characters are the optimum number, and three are as many as a student or an audience can differentiate comfortably.

4. The less a selection is abridged, the more of its original quality is retained. One-act play cuttings or complete single scenes from longer plays are the most satisfactory.

5. Vocal violence is painful to hear and can permanently injure a young person's larynx. Physical violence is embarrassing

to watch. The minimal gesture communicates as much as does the gross one and is far more stimulating to the imagination.

6. Be suspicious of the so-called "prize winning pieces" offered for sale by declamation bureaus. In each case it was the student, not the piece, won the prize. A more satisfactory method is for you to select, or help the student select, numbers suited to his abilities and your tastes.

I am not at all certain that declamation contests are not out-dated survivals of ruder days and as such should be allowed to expire along with the chatauqua and pee-wee golf. This I say, fully recalling that I have enjoyed many of them and have certainly enjoyed the pay I get for judging them. But if they are going to continue, it is surely up to the teacher to encourage their evolution. Acting styles, teaching methods, manners, mores and clothing fashions have come along a good way since our fathers were in school. It is no part of our duty as educators to see that declamation remains always the same.

Publicity for the Student Council

THE student council is now recognized as one of the outstanding organizations in the modern high school, assuming its rightful place with the other organizations, doing its work efficiently and well. However, the work of the student council is not always so glamorous as are the activities of, say, the football team, and its purposes and objectives are not always so well understood. It is often necessary for the student council adviser to find methods to secure legitimate publicity for the student council and to impress both the school and the community with the work and importance of this organization.

On occasion, the work of the council has a tendency to appear dull or monotonous. Seldom do students appear at council meetings to watch the proceedings, and never does a school sell tickets for council deliberations and train cheer leaders to urge the officers on to do better work! Governing and learning how to govern have not always been made to seem so attractive to students as have athletic con-

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tests, for example. Yet there is at least as much educative value in the activities of the student council as there is in any of the other usual school-sponsored projects. But this has to be demonstrated; people have to be convinced. In some cases, the officers themselves have to be shown how exciting and how important their work can be.

This can best be done by making certain that the school and the community know as much about the council and its work as it is possible to demonstrate. If people do not know what the council is trying to do, it is hardly to be expected that they will rally to its support and give it the credit it deserves.

In Milwaukee Vocational School, there

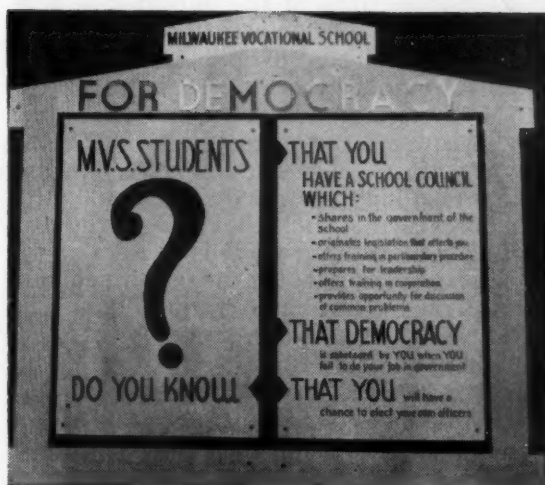
has been a real problem to "sell" the council to the students. This is a large school with about 20,000 day and evening school students. The student council operates in five of the day school divisions: part-time continuation, full-time continuation, high school, junior college, and apprentice. In these divisions, the student council officers have held their regular class council meetings, secured student opinions and reactions on a host of matters, conducted campaigns, assumed control of the assemblies, and, in general, have done all of the usual things which a student council does in many schools across the nation.

Yet, on occasion, there has been a lack of enthusiasm for council work on the part of both students and council officers. Part of this may be due to the fact that many students come to school only one day a week and so have less chance to come in contact with the council than do students who come to school full time. There were other considerations, too, but whatever they were—lack of sympathy with the aims and objectives of the council, failure to understand its purposes, general lethargy, or misapprehension—it was decided to make an attempt to "sell" the school on the student council, to "glamorize" the work of the council officers.

By a long process of trial and error, using some ideas and discarding others, the school now uses a number of devices and procedures which have done much to improve the status of the council and to make both the student body and the officers themselves proud of their council and generally anxious to make it work.

The process starts as early in the year as possible, with the election of the class president. As soon as he is elected, he is given a small card, a Certificate of Election, signed by his teacher and just the right size to be carried in a wallet. This is proof that he was elected, and it is often brought out to be shown proudly to friends. A letter is also sent home to the boy and to his parents, expressing appreciation of the school over the new honor. This has been so effective in promoting good relations between the home and the school that many parents, upon receipt of the letter, come to the council office to discuss its work and their responsibilities in connection with it.

As soon as possible, a meeting of all class presidents is held in the council chamber.



Council Election Coming Up

All meetings of the council are printed on a special calendar and posted in every classroom. Many students and teachers had never realized the tremendous amount of work the council does, and the many meetings it holds, until they saw the actual calendars listing them.

The council chamber is a very unusual room, especially designed and built for student council activities. It is panelled in walnut, and contains a desk for each officer, complete with swivel chair upholstered in blue leather, and a raised dais in front for the president of the council. It is a strikingly beautiful room, made so deliberately in order to impress the officers and any of the numerous visitors to the school with the importance of student council work. The school wants the officers to feel that both they and the business of learning how to govern by governing are important enough so that the most beautiful room in the building can be set aside for that purpose.

At this first meeting, each officer is given a special officers' handbook, written for him and telling about his work. It contains a few simple rules on parliamentary procedure. The book is his to keep; he is urged to take it home and study it carefully. He is also assigned a numbered badge, which he wears during the time he is in school. It is his badge of authority and gives him permission to walk in the halls without a pass. He is a responsible person and requires no supervision, and he is permitted to do whatever he thinks best to maintain good order in the halls.

and other sections of the building.

As early in the semester as possible, all of the newly-elected officers are presented in the assemblies by one of the deans who, at the same time, explains the objectives of the council and asks for the help and cooperation of the student body. At this time, the higher officers usually make little speeches in which they thank the students for their support. It is usual also for these officers to request the continued support of all the students in the school. Immediately after this ceremony, the officers assume control of the assemblies; it is at this time that the students have their first opportunity to see all of the newly-elected officers and are usually willing and ready to work with them.

Soon after the fall elections, all of the higher officers are guests of the school at a supper conference. The director of the school, or one of his representatives, is always present to welcome the officers, congratulate them upon their election, and impress them with the importance of the work they have just been elected to do. Former officers are also invited to this conference and are asked to lead the discussions on what the school expects from the officers and what the council can do in the coming year. After the conference, the group adjourns to one of the dining rooms, where some faculty members serve a delicious supper. This part of the evening is strictly social, giving all a better chance to get acquainted and to secure autographs of newly-found friends on their programs. Affairs of this nature, held at various times throughout the year, serve to make the officer happy in his work and to relieve some of the tedium occasionally, with a little party just for officers.

All through the year, other methods are used to keep the council activities and members constantly before the student body. The school paper is used extensively for this purpose. Every activity of the council is reported faithfully, often by a reporter who is a council officer. There is one column, "Meet Your Neighbor" which features a picture and a sketch about some outstanding student. Often, this student is a council officer, and there is always friendly rivalry to be included in this unique column.

The Milwaukee Vocational School very generously finances trips to conventions so that an adviser and a number of stu-



Winners Are Announced

dents may get new inspirations. Students have attended every type of convention: county, state, district, Northwest Federation, and have been host to the National convention. These trips and conventions are always well covered by the school newspaper, and the ideas and suggestions which the officers bring back from such meetings make excellent news items. Local newspapers have cooperated with the school by running articles on council activities and pictures of the all-school president and secretary.

Once a year, a special program is organized for council officers and their parents and called, appropriately enough, "Parents Night." Letters are sent to the parents, telling them about the special event, inviting them to be present, and asking them to return a self-addressed card so that the council office can know how many will attend. There has been an excellent response as most parents are vitally interested in their children and want to know what they are doing in school.

The director of the school explains the function of the school; the council president describes work and function of the student council; faculty members conduct the parents on a tour of the building; and then all return to the auditorium for a

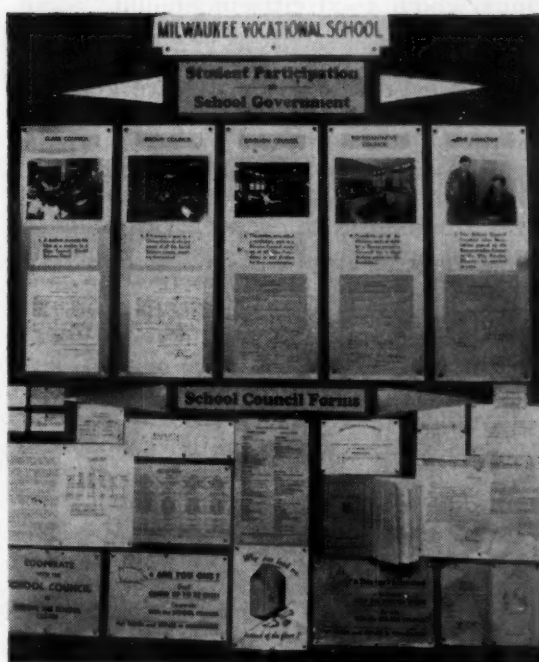
social hour with cakes and coffee. Parents agree that it has been a most pleasant evening and are grateful for the opportunity to see the school. Council officers are as proud to be able to show their parents around the building and explain their varied activities.

Each Christmas, a card, especially designed for the council by the art department, is sent to each council officer. When hundreds of cards are sent out at one time, the procedure can very easily become a stiff and formal routine but this is avoided by having the card designed exclusively for officers. Last year the greeting was a representation of Santa Claus wearing a council officer's badge, and waving while standing at the desk of the student council president. The symbols were immediately recognized by the officers, and they were tremendously pleased to get such an ingenious card. Many of these cards were promptly pasted in their own, private scrap books.

The council also keeps a scrapbook of all the activities in which it has engaged during the year. The book is kept in the office but is available to anyone who cares to see it. Here are the pictures of the officers and their various functions, letters to and about officers, programs, cards sent out to officers, news items, and anything else of interest to the members. Most officers do not realize how much they have really done in one year until they are reminded by an occasional glance through the scrap book.

A picture of each council group is taken early in the year as is a special, individual picture of each higher officer. These pictures are sold at cost and some are used for a student council display in a case in the main corridor. This is an unusually successful method of showing the student body who the council officers are and helping it to understand their work in the school.

Towards the end of the semester, Honor Awards are made to the twenty-five most outstanding officers of the council. The deans check all council officers' records for attendance, punctuality, class grades, and performance of council duties. A slip is sent to each teacher, asking for a frank, candid opinion on the officers. Then each officer must have a conference with the deans, at which time his attitude on school, his knowledge of government, and his acquaintance with the affairs of the day are



They All May Know

checked. The deans then go over all the material acquired about each officer and after much study, make their selections.

Those who are finally chosen are sent a congratulatory letter and told to report to the assembly stage at the appointed time. There, before the students of the school, one of the deans explains why the awards are being made and then presents each winner with the little gold pin of the National Association of Student Councils. A special article is written for the school paper, and often a special display is set up in the main hall display case. This is one of the highest honors of the school, and it is available only to student council officers.

Just as school closes in June, each officer is again sent a letter thanking him for his work during the past year and expressing the hope that he has profited by his experience. He is also sent a certificate, similar in size and design to a diploma, suitable for framing. This is done as a constant reminder of good work that council officers have done and an example of the kind of citizens council officers should be. In addition, and also as an example of what council officers should do and be, a card, designed by the art department, is sent to each officer. This card is labeled "Targets" and contains 10 suggestions of

things which good citizens should "shoot at."

The student council officers of the Milwaukee Vocational School are generally regarded as the leaders in all the school activities. They have the respect and the devotion of many of the student body, and are generally looked up to as the most active students in the school. Occasionally a student who is not an officer comes to the council office to inquire how he may become one. This is high praise; but he has to be told, of course, that the only way to become an officer is to be elected.

His interest is one proof that the student council has taken its place with other activities in the modern high school and that its officers are held in high esteem. In the Milwaukee Vocational School, part of the reason for this feeling is the conscious attempt made by the council advisers to "glamorize" the council and its officers. New ideas and suggestions will be used constantly in an attempt to keep the school and community at large well informed on the work, the activities, and the importance of the student council.

Maryland Area Student Council Group

MAYNARD B. HENRY

*Student Government Sponsor
High School
Towson, Maryland*

THE first area Student Council organization in this section, and, to the best of our knowledge, the first of its kind in the state of Maryland, was formed on Saturday, December 7th, 1946. It was a meeting of representatives and sponsors from eight area high schools at Towson. Schools represented were Annapolis, Bel Air, Catonsville, Ellicott City, Glen Burnie, Jarrettsville, Kenwood, and Towson.

Meeting with the purposes of organizing to further the exchange of ideas on student government and to enlarge their interests, representatives carried on a general, discussion, decided to form a permanent organization, and laid plans for a series of meetings.

It was decided that a maximum of three members from each school would be allowed to represent their schools at the next meeting, to be held at Towson High School, Saturday morning, January 11th.

Chosen as temporary chairman and secretary respectively for the first meeting were Alice Yearley and Betty Ann Sturgis of Towson, with the chairmanship of the group rotating among the member schools till such time as permanent officers would be decided upon, after representatives had become better acquainted.

The second meeting of the group was held as scheduled on January 11th, with Elkridge, Sparks and Sparrows Point attending, in addition to representatives of the original group. Topics discussed at the meeting were: "How can a school finance its student council activities?" "How can school elections be efficiently and democratically conducted?" and "How can we get students interested in student government?"

Members attending were so enthusiastic in their appreciation of the help received from the exchange of views that plans were laid and carried out for a series of meetings to be held at least quarterly in a central location. Several meetings have been held since in the Pratt Library, Baltimore, with Catonsville and Sparrows Point presiding, and other meetings are planned. Topics such as "Financing Student Council Activities", "Extent of Student Participation in High School Administration", and "Effective Relations Between the Council and Faculty" have been discussed.

An interesting incident in the first meeting was a motion by Mr. Buck, principal of the Kenwood High School, that "No faculty sponsor or other faculty member should enter into the discussions at the meetings unless his, or her, opinions should be sought by the student representatives present". It was passed unanimously, and has been a highly satisfactory rule in practice since that time.

If the reaction of the students, sponsors, and administrators attending these meetings is an indication, this group shows great promise of expanding its activities into a much larger organization and extending its benefits to a wider range of schools. The State Department of Education is being contacted as to the possibilities of expanding the group into a state-wide organization, and have great hopes of expansion during the coming school term. As all the schools of our area with active local organizations have participated in our organization, we feel that there is a much wider need.

Commencement Awards

THERE is a particularly strong bond between the schools and the community of Norristown. The townspeople take great pride in the schools, and many organizations of the town make manifest their interest in the concrete form of Commencement Awards.

In June of 1947, forty awards were made at the Commencement exercises, and money in the amount of \$280 was presented. Various citations, certificates, medals and pins were given also.

There are five memorial prizes, the first of which is the A. D. Eisenhower Award presented by the Alumni Association in memory of A. D. Eisenhower who was, for forty-three years, principal of the school that bears his name. These prizes, a first and second of \$10.00 and \$5.00 respectively are given to two members of the senior class for general excellence in English during the senior year.

The Jennie Roberts Memorial prize is given in memory of a former high school teacher to the member of the graduating class who is recognized by the faculty as having put forth the greatest amount of effort to achieve his best under difficulties during his three years in high school, and as having maintained a commendable attitude at all times. While the word "difficulties" may be interpreted as those of an emotional or pecuniary nature, it is customary for the award to be made to a student who labors under a serious physical handicap. The amount given is \$10.00.

That member of the graduating class who has shown greatest promise and has achieved most in the field of speech, either in forensics or dramatics or both, is the recipient of the Sara Wills Price Memorial Award of \$10.00.

A very recent memorial award is that given for Robert L. Anderson by his parents to the senior boy who has shown greatest improvement on a band instrument while attending high school, and who has maintained a loyal attitude toward the school and the band. Robert L. Anderson was a student in our school. He became a teacher of music and gave his life in World War II. The amount of the award is \$10.00.

The last of the memorial awards is given in remembrance of those who sacri-

EMMA E. CHRISTIAN
*Principal, Senior High School,
Norristown, Pennsylvania*

ficed their lives in World War II. It is presented in the name of Malcolm A. Schweiker, Jr., who gave his own young life, to that boy of the graduating class who displays the outstanding qualities exemplified by Malcom A. Schweiker, Jr. The recipient of the award is an individual of sound scholarship, potential leadership, sterling character and boundless interest in his fellows. The amount of this award is \$10.00.

The schools of the community are most fortunate in having an active Home and School Association which sets aside the sum of \$100.00 each year to be used for Commencement awards. These awards are distributed as follows:

To the member of the graduating class who has demonstrated the greatest achievement in two years study of Social Science the sum of \$10.00 is presented.

The Mathematics Award of \$10.00 is given to that member of the graduating class who has done the most efficient work in Mathematics during the three years in high school.

An award of \$10.00 is made to the member of the graduating class who has done outstanding work in Science.

The member of the graduating class who excels in French is given an award of \$10.00.

A similar award is made to the student who excels in Spanish and one to the student whose work in German has been notable.

There are two music awards each in the amount of \$10.00. One is presented to that member of the graduating class who has given willingly, efficiently and loyally of his talent and time to the work of the A Cappella Choir; the other goes to that member of the class who has shown the greatest proficiency on a stringed instrument and who has made the greatest contribution to the orchestra.

The award in Home Economics is given to the two members of the graduating class whose work in that field has been outstanding. Each recipient is presented with \$5.00.

Finally, the Home and School Associa-

tion gives to a boy of the Industrial Department the amount of \$10.00 for his general efficiency, adaptability and high scholastic standing.

National Honor Society, to which Norristown High School belongs, gives an award of \$10.00 to the student who has demonstrated unusual ability in Latin during all three years of high school.

For a number of years, scholastic and community organizations have recognized the efforts of the school by making these awards:

Probably the oldest of the organization awards is that of the Manufacturers' Association of Montgomery County, which gives two awards each year—one of \$10.00 as first prize and one \$5.00 as second prize—to the students of the Business Education Course, who by reason of stenographic ability, scholastic standing and sound judgment give evidence of becoming excellent secretaries.

To the boy who has made commendable scholastic progress and who has maintained a most commendable attitude toward the school, the Schoolmen of Norristown present a pin.

The Norristown Teachers' Club gives an award of \$10.00 to the student who has achieved most in the field of Art.

The Good Citizenship Medal is awarded by the Pennsylvania Society Sons of the American Revolution for good citizenship, including leadership and patriotism. This is an especially interesting award in that its recipient is chosen by student ballot.

The member of the senior class who has done outstanding work in the field of American History, the Daughters of the American Revolution make an award of \$10.00. The recipient of this year's prize was a veteran of World War II who had returned to be graduated from his high school.

The Woman's Progressive League presents to the colored boy and girl having the highest scholastic standing a prize of \$5.00 each.

To that member of the Industrial Department who has exhibited outstanding abilities with satisfactory progress in Academic subjects and who has rendered service to the school and maintained a commendable attitude toward all teachers, the Kiwanis Club of Norristown presents an award of \$10.00.

The Business and Professional Women's Club Award of \$10.00 is given to a quiet,

unassuming girl who takes responsibility, who possesses integrity of character, and who will make a fine citizen.

Three students of highest scholastic rating receive Citations of Merit from the Exchange Club of Norristown.

The Soroptimist Club Award of \$10.00 is presented to that girl of the graduating class who has demonstrated executive ability and who exemplifies admirable traits of character.

To that member of the Senior class who has contributed the most time and effort to the effective use of the auditorium stage for school activities the Elmwood Lodge awards the amount of \$10.00.

The Junior Women's Club presents to the student of the graduating class who, for a period of at least two years, has rendered valuable and conscientious service in the school library an award of \$10.00.

The most recent of the local organization awards is that of the National Association of Power Engineers which is given to the graduating senior of the Industrial Department who demonstrates commendable mechanical ability and who gives definite promise of leadership in the industrial field. The amount of the award is \$10.00.

Rensselaer Polytechnic Institute presents a gold medal to that boy of the graduating class who has done the most efficient work in both the fields of Mathematics and Science during his entire high school course.

The Bausch and Lomb Honorary Science Award of a medal is given to the student who, in the estimation of the faculty, has shown the greatest progress in Science during his high school career.

Practically all prizes given by individuals are memorials. However, there is one award given by an individual which is one of appreciation. The Mrs. Clayton H. Moore Instrumental Award of \$10.00 is given by the parents of a former student to that boy of the graduating class who has rendered the most valuable service to the Department of Music.

When two students are eligible for the same money prize, it may be divided between them.

Insofar as possible, no student receives more than two awards and if he does receive two, it is likely that only one will be in money. The other will probably be a certificate, medal, pin, or citation.

Portland's Football Jamboree

EACH year, the people of Portland have the opportunity to witness one of the greatest extravaganzas of High School Football in the nation. This spectacle not only presents an amazing array of eight spirited high school football teams, but also eight colorful, well-directed bands, each led by smart drum majors and shapely drum majorettes.

The idea of this spectacular event was conceived in 1933 by the late Clifford Campbell, one of the prominent citizens of Portland. His original concept included the participation of the school bands as well as the football teams, but the bands did not appear on the program until a few years later. Mr. Campbell's idea had a twofold purpose: first, to stimulate the interest of the people in Portland in the athletic activities of the Portland schools and second, to create a fund which would be equally and proportionally distributed to the eight schools for the purpose of purchasing extracurricular activity equipment.

The first Portland High School Football Jamboree was held in 1933 in the Multnomah Civic Stadium and drew a crowd of 19,000 people. Amid the cheers and uproar, the eight high school football teams marched onto the field in the order in which they had finished the previous season: champion first, runner-up, third place, and so on. As each team came onto the field, it would line up in its designated position before its own rooting section. Everyone was anxious for the drawing to begin, but as is usual and is proper, many of the prominent Portland citizens were then introduced and were greatly applauded when they made their speeches very short. The captains of each of the teams were then called to the official's box to draw for positions. The numbers were printed in black on large three-foot white scrolls. The captains each drew one of these wrapped scrolls out of a large top hat and returned to stand in front of his team facing his rooting section. The climax of the evening was reached as the signal was given for the captains to release their scrolls so the numbers would be revealed to the concerned and excited crowd. The scrolls had been numbered from one to eight, and the

PAUL I. BENNETT

*Graduate Student in Education,
Willamette University,
Salem, Oregon*

teams drawing numbers one and two were the lucky participants for the evening, as they played the first League game of the season.

From the outset, this Jamboree was entirely an athletic event sponsored and run by the schools alone. Today, however, it is sponsored by the Portland Active Club of Portland, with Harry Noquist as director and in complete charge of ticket sales, promotion schemes, advertising, and many other details which are involved in such an undertaking. Eldon I. Jenne, supervisor of athletics for the Portland school system, is directly in charge of the athletic phase of the program. Karl D. Ernst, supervisor of music for the city schools, is in charge of the bands, music, and formations. It is largely the work of these three supervisors that plays an important part in the success of the Jamboree each year.

Every fall new ideas are added in the presentation of the Jamboree, and each year the crowd has increased. Last year the attendance was nearly 29,000, and is expected to go beyond the 30,000 mark in 1947. One of the first important changes in the program was the actual participation of all eight football teams instead of two teams. Under the present procedure, the drawing of the numbers from the hat is the same as before, but now each team plays only one quarter of a game. The team drawing numbers one and two play the first quarter, teams drawing three and four play the second quarter, and so on, until the patrons have seen a regular high school football game, but played by eight different teams. On the following Monday, all the teams meet on respective home fields and play the other three-quarters of the games. These games are all started just as they ended on opening night. The ball, the down, the score, and the situation remain just as though they had actually finished the first quarter a few minutes before instead of a few nights before.

Although the Jamboree began in 1933, it was not until 1938 that all the school

bands participated as part of the regular program. Since that time, they have appeared every year, adding more and more color with their musical selections, tailored uniforms, unison marching and playing, and their intricate maneuvers. Now the bands officially open each season with their grand entrance into the Stadium. They parade on the gridiron by forming their school letters, slogans, figures and many original designs. Usually each band operates as one unit in a large pattern, but each year new ideas and patterns are attempted.

The supervision and direction of these eight bands, numbering over 500 students, playing and marching in unison, is indeed a notable achievement, when we consider the short time in which the music supervisor and assistants have to prepare for this occasion. Some of the preparations necessary are: the reorganization of bands after a summer vacation and graduation, selection of new players for various compositions, distribution of music, learning the selections to be played, fitting and dis-

tribution of uniforms, developing as much marching skill as possible, and selecting and training drum majors and majorettes. All these difficulties are met and expertly handled in less than three weeks!

It is of great interest to mention at this point the tremendous growth of the various school bands. A little over ten years ago there were only two band directors in the city's school system. These men divided their time between all the schools. The increasing number of students wishing instrumental instruction demanded more supervision until a director was assigned to each high school for half a day. Today nearly all the band instructors devote their entire time to band instruction in their respective schools.

Directly or indirectly, the Portland High School Football Jamboree has played a major roll in the expansion of the athletic and musical activities of the Portland schools, as well as presenting to thousands of the Portland people the talents and capabilities of their students and their leaders.

Brotherhood Assembly

THE Panel of Americans from the University of California at Los Angeles supplied guest speakers at a Von Steuben High School assembly one day last spring. The panel consists of six U. C. L. A. coeds—a Jew, a Negro, a Mexican-American, a Chinese-American, a Catholic, and a Protestant. Unfortunately, as Miss Hargrave, the chairman, explained, two girls were ill and were unable to accompany the rest of the panel to Von Steuben. Those missing were the Catholic girl and the Chinese-American.

The assembly was opened with the presentation of the colors by the ROTC color detail. The student commissioner of assemblies led the entire assembly in the pledge to the flag.

Marian Taylor, an American Jew, was the first panel member to speak. She related her grandfather's purpose in coming to America. She stated, "My grandfather came from Russia to America in order to escape intolerance: being Jewish is not easy. The main difficulty is lack of understanding.

"The Jewish Religion differs from

CAROL HANSEN

*Student, Von Steuben High School
Chicago, Illinois*

others in that it is the experience of the Jewish People, whereas all other religions center around one person or a small group of persons," continued Miss Taylor. "The Passover is the celebration of the birth of the Jewish People."

Earnest and sincere, Marian Taylor concluded her speech by telling this story, "My uncle, who was a refugee coming to the United States, turned to a fellow passenger just before the boat docked and asked, 'What is a good American name?' The other refugee thought carefully for a moment and replied, 'Horowitz'. There are no typical American names. Spirit, and not the name, makes a good American."

"My parents came to the United States, hoping to find personal and economic freedom," stated Maria Elena Ramirez, an American-Mexican, who was the second panel speaker.

Maria continued, "Children of immi-

grants face a serious difficulty; they are caught between old and new traditions. From the old country they get their actions, the way they look, and the way they act. In the new country, the United States, they acquire United States citizenship and the United States way of life. Most immigrants upon entering the United States become the laboring class. They are poor, live in crowded areas, are looked down upon, and receive little or no education. These immigrants feel that their children are ashamed of them."

Pretty Maria Ramirez ended her talk by saying, "I needn't be ashamed of my Mexican background. No one needs to be ashamed of his background. An American is not necessarily one who was born in the United States, but one who understands the principles of this democracy and applies them in his daily life."

The third speaker was Ernie May Maxie, an American Negro.

"I am proud to be a Negro," announced the attractive speaker. "For the negro has risen in one century to have a record of outstanding service."

Ernie May told of the many contributions in the way of scientific discoveries that negroes have given to the American way of life.

She stated, "Too few people talk with Negroes, and too many talk about them. The negro may appear lazy but it must be remembered that his living conditions are substandard."

"What the negroes need is education," continued Miss Maxie. "The advice to be given to a negro youth is, 'Get your education, child.' The Negro doesn't want to be pitied or patronized; he just wants understanding."

The eloquent Ernie May finished her talk by saying, "Pretend I'm waving a magic wand over you. Now you are all negroes. How would you want to be treated? This is what I mean by understanding."

The last speaker on the panel was the chairman, Marian Hargrave. She told that she was a member of the panel because she didn't have any particular racial or religious problem.

"The reason for intolerance is that people are thought of as groups rather than as individuals," asserted Miss Hargrave. "Because of this, people withdraw more into their groups, and a merry-go-round

is begun, with insecurity breeding more insecurity.

"In my opinion," concluded Marian Hargrave, "the differences among us make the individual interesting and valuable. If we live our individual lives with understanding and integrity, then we can be sure of one well ordered world."

Following the speeches, the students of Von Steuben asked many interesting questions, which were answered very intelligently and sensibly.

One question asked was "What does the panel think about dialect jokes which depict certain religions and nationalities?" Marian Hargrave answered that she thought they were all right if they were good and healthy and did not ridicule.

Some of the other questions were asked about the English attitude toward the Negro, the status of the Jew in Germany, the problem of Negro employment, and legislation used to combat prejudice.

Katherine Verner, the only Negro student in Von Steuben assured the panel that there is absolutely no prejudice against the Negro in this school.

One student brought up the fact that Jackie Robinson, first baseman of the Brooklyn Dodgers, is the first Negro to be admitted to major league baseball. The panel members then proudly informed the audience that Jackie had been the star on the U. C. L. A. baseball team and that they have never had a finer team before or since.

The Panel of Americans was a great success at Von Steuben High School. The thoughts of each and every student were stimulated by this panel. These six American women have taken a big step toward the eradication of racial prejudice and the establishment of understanding and harmony among all races and nationalities.

In this modern age, when science and invention have made all people of the world close neighbors, the very survival of the human race is dependent upon our learning to live together. No agency except public education can be counted on to solve this growing problem. We recommend a Brotherhood Assembly as one way by which American high schools can do their part toward correcting a difficult world situation. Other colleges might follow the example of the University of California in supplying talent for such a program.

Orientation Day in Our Junior High

OUR schools first 6A orientation program was carried out in January of this year. Our principal felt that the 6A's- our incoming 7B's- would profit from a day's visit to our school a few weeks before they were enrolled as students. Our guidance director and 7B counselors were also in favor of his idea.

Since Coolidge receives its incoming students from four of our elementary schools, our guidance director visited each of the four schools, explained our plan, and invited the 6A students, 6A teachers, and school principal to spend a day with us. On January 8, sixty-six students, four teachers, and two principals visited us from 8:30 until 3:10.

Our junior high school—one of two in the city—is quite crowded; it houses at the present time, seventh graders, eighth graders, ninth graders, and 10B's. Now with the new semester, it will include 10 A's also. The thoughts of having sixty-six student visitors, plus their teachers and principals, with us for a day almost caused a panic. The only classes to be visited were 7B, but the whole building was to be open for a tour and other activities. Our fears proved groundless however, and, because the program ran so smoothly and proved so successful, I should like to pass the idea on to others.

The day's program was planned as follows:

Our 7B's were divided into four divisions, and a boy and girl were chosen from each of the four divisions to conduct the visiting 6A's to classes and about the building.

The guests assembled in the auditorium at 8:30 (the time our school day begins) with the eight 7B conductors, 7B counselors, guidance director, and principal. Here the visitors were welcomed and the program explained, after which the 6A's were divided into four groups corresponding to our 7B divisions. Three or four visitors were selected from each visiting school to form a division. Two groups had sixteen members each, and the other two groups had seventeen members each. 6A's who were to visit 7B-1 classes were called the 6A-1 group, and each visitor was given a program of that day's classes and activities. The other three groups were made up of 6A-2, 6A-3,

RUTH VERTREES

*Counselor and English Teacher
Calvin Coolidge Junior High School
Moline, Illinois*

and 6A-4 members and were also given programs.

The visitors remained in their separate divisions for classroom visitation, but assembled into one group for lunch, building tour, auditorium program, and recreation activity. Confusion was eliminated by having each visitor carry his own chair to the classrooms.

The first three periods of the day plus the sixth period were spent in visiting 7B classes. At 11:30 (the end of period three) the visitors assembled in the auditorium and were taken to the cafeteria for lunch. After lunch, they re-assembled in the auditorium, where two 10B boys led the visiting boys, and two 10B girls led the 6A girls on a planned building tour.

The tour included brief visits to the recreation room, gymnasium, offices, shops, home arts room, library, art room and music room.

After the tour, all returned to the auditorium, from which they were taken to the sixth period classes by their 7B conductors. At the end of period six, they returned to the auditorium, where the heads of the various school departments were introduced. Each department head spoke briefly about the work of his department.

A talent show was given following the talks, as a special feature for students and their mothers. The mothers had been invited to visit from 2:00 until 3:10. (our closing time). The talent show was in charge of our auditorium director and was given from 2:00 until 2:30, after which the mothers were escorted to the library, where a tea was given sponsored by our guidance director and our P. T. A.

During this time, the 6A students were entertained in the recreation room with games and music. Our deans were in charge of this part of the program.

Our principal welcomed the 6A mothers at the tea and explained some of our school's educational policies. The remainder of the tea time was spent in visiting. In order to free our department

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Newspaper Staff Manuals

SOME school newspaper staffs are inefficient. Why? Often there's uncertainty about policies and procedures. Often nobody knows whom to blame if the newspaper is second rate instead of first class.

It's easy to understand how this happens. The staff changes almost completely every two or three years. Sometimes, too, there is a change in advisers or printers. Thus, it is difficult to develop a system.

What can be done? Sometimes a staff manual helps. Briefly defined, this is a booklet containing the outline of policies and procedures. Here in black and white are statements concerning each editor's responsibility.

Obviously each staff has its own policies and procedures, but it can learn much from the staff manuals of other schools. For example, one of the first staff manuals presented its content alphabetically thus: activities, advisers, appointments, assignment sheet, banquet, beat sheet, books, bulletin board, candy sales, class work, conduct, contribution box, conventions, copy, deadlines, desks, eligibility, exchanges, faculty relations, files, finances, food, friends, goodnight, handbooks, honors, interruptions, interviewing, intruders, mailboxes, memoranda, mimeograph, money, news, noise, office routine, passes, personal appearance, point system, press associations, promises, purses, records, resignations, staff meetings, staff organization and duties, strings, subscriptions, supplies, telephone, typewriters, and visitors. Later this staff manual was printed. Incidentally, the newspaper of the school in which this staff manual was adopted was one of the best in the United States at that time.

Sometime before the war a committee of a state school press association drafted an outline for a staff manual. Unfortunately, it did not receive the attention it deserved because of the war. Here is the proposed outline with a few modifications:

- I. Introductory section
 - A. Title page
 - B. Foreword
 - C. Table of Contents
 - D. History of publication
- II. Staff's official policy

LAURENCE R. CAMPBELL
Professor in Journalism
University of Oregon
Eugene, Oregon

- A. Code of ethics
- B. Attitude toward others

1. School
2. Faculty
3. Advisers
4. Advertisers
5. Exchanges
6. Parents
7. Visitors
8. Friends
9. Newspapers

III. Staff Organization

A. Editorial staff

1. Editor-in-chief
2. Managing editor or makeup editor
 - a. Proofreaders
 - b. Photographers
 - c. Artists
 - d. Assistants
3. News or desk editor
 - a. Department editors
 - b. Sports editor
 - c. Copyreaders
 - d. Reporters
4. Literary or feature editor
 - a. Feature writers
 - b. Editorial writers
 - c. Columnists
 - d. Other contributors

B. Business staff

1. Business manager
2. Assistant business manager in charge of circulation
 - a. Local circulation
 - (a). Agents
 - (b). Distributors
 - b. Mail circulation
 - c. Promotion
3. Assistant business manager in charge of advertising
 - a. Advertising copy writers
 - b. Advertising solicitors
 - c. Advertising promotion staff
4. Assistant business manager in charge of accounting
 - a. Cashier
 - b. Bookkeeper
 - c. File clerk

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Student Council Election

STUDENT COUNCIL ELECTION in the Bloomfield Junior High School is the culmination of the combined efforts of the faculty and entire student body to put into actual practice training in democratic citizenship. The whole election procedure is in complete agreement with the school's philosophy of education that *the best place to train the adult citizen of tomorrow in his duties and responsibilities is in the school he or she is attending today.*

Soon after the opening of school each year, a unit of study devoted to a thorough analysis of elections and election procedures is carried on in every Social Studies class. Particular emphasis is placed upon the election set-up as it exists in New Jersey, after which our school election system is modeled. The duties and responsibilities of the good school citizen, as well as the duties and responsibilities of each official to be elected, are stressed. Hope is held out that each year these young people may become more and more adept in choosing the best qualified individuals to represent them on their student council.

The council is composed of a president, vice-president, secretary, treasurer, and twenty councilmen. The councilmen are apportioned among the Ninth, Eighth, and Seventh Grades on the basis of the school population of these respective grades. Each year, there has been a decided improvement in the boys' and girls' judgment in the choosing of their representatives, both as to individual ability and citizenship traits.

Nomination for the Primary Election is through petition. Students have to meet no scholastic requirements in order to circulate a petition. Teacher recommendations are not required, either. The election is a student affair and kept as such under the supervision of the council advisors. Each boy and girl who wishes to have his or her name placed upon either the Blue or White Party ticket must obtain the signatures of at least ten percent of his own grade enrollment on his petition, and not more than one-third of the signatures may be from his own homeroom. This latter requirement has a tendency to compel the students to circulate their petitions throughout the entire school. They thus

LESLIE W. MOORE

*Student Council Adviser,
Junior High School,
Bloomfield, New Jersey*

become better acquainted with the student body, which in turn has a pronounced influence in building up a spirit of oneness within the school itself.

Most candidates have campaign managers to conduct a vigorous campaign for them. All campaign speeches over the public address system are scheduled through the central office of the school, and there is absolutely no vacant time left unused by these boys and girls in promulgating their campaigns. No electioneering may be done during regular class time, but every other available minute is used completely by these young candidates.

The publicity carried on in this campaign rivals any of the techniques employed by the major political parties in our country, with the possible exception that campaigning here in the school is cleaner and more sportsmanlike. The constructive leadership ability of the individual running for office is stressed, not the deficiencies of the rival candidate. During a recent campaign nearly a thousand posters were displayed throughout the building, and at least ninety percent of these posters involved original campaign ideas on the part of candidates or campaign managers.

One candidate, whose hobby is printing, produced on his own press a thousand book markers with his own picture and campaign pledges for distribution through the school library. Other candidates, less specially skilled, sometimes obtain the services of professional printers and sign painters, but this activity is kept down to a minimum because previous student councils have passed regulations that require every candidate to submit a detailed budget of his or her campaign expenses. No one, by council regulation, may spend more than five dollars for such services. Emphasis in campaigning has always been on the individual and his own creative ideas and ability.

Registration day comes one week before the Primary Election. No student may vote who is not properly registered in his

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Student Assistance in Audio-Visual Aids

OUR Audio-Visual Aids Department is a good example of how students really do assist in the teaching processes. They assist not only for teacher benefit, but for the benefit of all students, and gain an excellent educational experience doing it.

Bloomfield Junior High School is well equipped with many types of audio-visual aids—sound, opaque, slide, and filmstrip projectors, phonographs, a recording machine, and a complete intraschool public address system. It is only through student assistance that complete use of these aids can be made. The work of inspecting, operating, and maintaining of the aids is dependent on the student operators — to the benefit of the staff and students alike.

Student participation is divided into two phases: audio-visual projection and radio broadcasting. Separate student clubs are maintained for each phase.

The audio-visual club, the Camera Crew, is selected on a volunteer basis from seventh and eighth grade students, who must get recommendations from their homeroom teachers. Training of the Crew, which consists of about forty-five members, is done by the director of audio-visual aids and two student assistants. Prospective members are given eight periods of instruction in the projection of sound film. A practical test is then given in the operation of the sound projector, and, if passed, the student becomes a provisional member of the Crew. He or she (girls are eligible, and do a good job) is then assigned to project film in five class periods and is supervised by an experienced crew member. After this, a final test is passed and full membership in the Camera Crew attained. New members are then taught how to operate the other projectors, with constant emphasis on the fact that the crew is a service unit assisting the school staff. The crew members are assigned to project pictures only during their study periods and are notified a day ahead of time, so school work will not be interfered with.

Every morning selected members of the Crew report to the Audio-Visual Aids room. There each machine is inspected by the member charged with its maintenance, the master schedule is then checked to as-

O. RICHARD NAGY

*Director of Audio-Visual Aids
Junior High School
Bloomfield, N. J.*

certain where the machine is to be delivered for use that day. The machine and related equipment (screens, slides, films) are taken to the proper room and set up for operation. Special passes, sent out the day before to crew members will cause operators to report to the rooms where the machines are during each period of scheduled operation. At the end of each day crew members return all of the aids to the Audio-Visual Aids room.

The Junior Broadcasters Club, which has charge of all intraschool broadcasts, has a personal set-up much like a regular radio station—technicians, sound effects men, script department, announcers, and actors. At the beginning of the year, the new members are screened for the various talents they offer and are then fitted into the proper section of the club in which they can be most useful. Proper training is a tremendous task, as the student program standards are set by those stations listened to at home and the training program of the club must aim at these professional standards.

The Club broadcasts a weekly program to the entire school. These broadcasts cover the widest range possible. There is a regular monthly safety program supervised by the school Health and Physical Education Department. This program is accredited by the State Department of Education as a classroom period in Health Education—the only radio program so accredited we understand in the state. During student council election time, the rival candidates are allotted time to speak to the student body. Special holiday broadcasts and dramatizations are often made. The complete facilities of the club are available to every school group sponsoring a broadcast.

The intraschool system is much used by individual classes for presenting playlets and dramatizations to the class in the form of a broadcast.

Recently the school has purchased a 16mm camera with which to film school activities. A special student group is now

(Continued on page 38)

Building Interest in Dramatics

GRADUATION DAY does not need to be a tragedy for the play director who sees her "stars" graduate if she has developed a program of wide participation in dramatics. The training of a favored few can breed little but regrets on the part of the director and ill feeling among the large body of students.

Among the factors which limit the breadth of average dramatics programs are:

1. The production of class plays.
2. Limiting the program financially by contributing funds to classes or other organizations
3. The production of small-cast or "star" plays.

In the past three years at University High School, we have tried to spread dramatic training to a larger number of students. University High School numbers about 225 students. A student population of such limited proportions makes the class play unfeasible. The class play tradition was scrapped in favor of all-school casting which offered the plays to students in the four years of high and in the sub-freshman class, a group of selected students who complete the 7th and 8th grades in one year. Aside from the obvious advantage of giving the director a wider range of age and ability from which to choose, this plan has tended to intensify interest in dramatics and to promote a healthier and more cordial relationship among classes. The establishment of the system has made the school plays financially independent of classes—a factor which permits the production of plays of considerably higher merit, since the profits are no consideration.

It is against this background that Lee Norvelle's *THE HOOSIER SCHOOLMASTER* was produced. The reasons for producing it were: the story has long been a favorite with high school students; it is an excellent portrayal of an earlier era in American life; it is good teaching medium for showing the evils of insularity, snap judgments, and mob psychology; it is a study of an era close to our students geographically and in reference to family background; the characters are numerous and varied; the roles vary in difficulty; the characters cover a wide range in age;

MARGARETE BAUM

*Teacher, University High School
Urbana, Illinois*

the dialect is a special challenge to advance students; the play can be done effectively on a small stage with a curtain set; the play does not demand the presence of every student at every rehearsal (a fact which is very important in working with young children); and the play contains many crowd scenes which offer an opportunity for the beginning actor.

Open try-outs were held, and a cast of 42 people was selected. This number included members of all classes, both experienced and inexperienced actors.

The play itself was, in part, the creation of the students. Ad lib lines were added to fill out the crowd scenes in the church and the courtroom. These lines were written by the students who played the roles. In several instances entire speeches were recast to avoid the bookishness characteristic of Eggleston. In another case several speeches were rewritten to accommodate an "S" idiosyncrasy of the student actor. A major portion of one scene was omitted completely, because the scene was static dramatically and because the subject matter failed to hold the interest of the cast and preliminary test audiences. The rules followed by students and director to guide cutting and expansion of the play were established by the group. They read:

1. Use essential good taste; use nothing that violates it.
2. Use nothing which is beyond the direct or vicarious experience of our age level.
3. Substitute whatever is in good taste, within our range of experience, and psychologically right in the play.

The cast of 42 and the large production crew necessarily had to do some research on the background of the play and its period. Among the books read were: "The Hoosier Schoolmaster" by Lee Norvelle, "The Hoosier Schoolmaster" by Edward Eggleston, and "Reminiscences of Edward Eggleston" by his brother, George Cary Eggleston. Contemporary accounts of life in the backwoods were read, and a study

(Continued on page 40)

ASSEMBLY PROGRAMS

for OCTOBER

The importance of arranging programs which are purposeful, profitable, and interesting cannot be overemphasized. Thus the assembly committee is one of the groups which can make a great contribution to school life. A good assembly committee is the answer to a number of vexing problems.

An account of the work of a successful assembly committee has been contributed by Mr. Hans W. Koolen, Principal of the South Pasadena San Marino Junior High School, South Pasadena, California. His article, entitled "The Assembly Committee on the Job," follows:

During the past five years the Student Assembly Committee has been one of the most active groups in the South Pasadena-San Marino Junior High School. This committee has the responsibility of providing a good assembly for the student body each Friday morning. The committee was found to be a "natural" when it was decided that it could meet during our regular daily forty-minute club period.

At the close of each semester during our regular student-body elections, the chairman of the Assembly Committee is elected by popular vote. The candidates have an opportunity to make campaign speeches at the regular nominating assembly, and then the student body makes its selection at the polls. The remainder of the committee is made up of representatives from each of the twenty-two homerooms. A faculty adviser for the group attends all meetings.

First, the committee sets up the more or less fixed dates on the calendar, such as the Christmas program, nominating assembly, installation of officers, graduation, etc. Suggestions are called for from the room representatives. Various groups have their likes and dislikes. Some are strong for highly entertaining assemblies; others think that every assembly should have some educational value in addition to being entertaining.

The committee tries to work out a well-balanced program for the year. We plan to have several major speakers, four or five professional entertainers, and the remainder by student participation. It is the goal of the committee to have every student in school appear on the stage at least once before he leaves the school. This goal is very nearly achieved.

After the program has been decided upon there is the matter of producing it. Contacts have to be made, and rehearsals take place during the club period, which makes it possible for members of the committee to be on hand to assist whenever possible. Especially is this true

C. C. HARVEY

Salem Public Schools
Salem, Oregon

in the case of our fall and spring talent shows. These are semi-annual events that are looked forward to by everyone.

The committee and several faculty members hold tryouts for all those who wish to participate. The names of participants are turned in and then called to the stage. The judges take notes and later the selections are made. Not all of the best are taken, as it is important to have a well-balanced program as well as one of quality. Those who are not selected the first time have another opportunity in the spring. Next, the Dramatic Club is asked to contribute an appropriate skit to go with the talent show. This gives it the proper introduction and carries it along in a smooth manner in order to get away from the monotony of introducing one number after another.

After each assembly, the committee meets for an evaluation. Members report the consensus of their homerooms and suggestions are made for improvements. "Thank-you" letters are written to outsiders who had a part in the program.

When a professional entertainer wants to give a program in our assembly, if possible he first appears before the committee for a preview. The committee then discusses the program and if it is thought desirable, the entertainer is engaged.

Outside talent must usually be financed. The committee takes charge of this also. About twice a year the committee goes to all the clubs and asks for contributions for our pay assemblies. Most of the clubs contribute one-hundred percent, which enables the committee to arrange for at least four pay assemblies.

The student body officer usually opens the assembly and then turns it over to the assembly chairman for the day. Every member of the Assembly Committee takes his responsibility seriously and considers this service as his contribution to the school.

PROGRAM SUGGESTIONS FOR OCTOBER

Week of September 29-October 3—An English Department Program.

Then tendency in many schools is for some assembly programs to originate from activities of classes or departments. English studies provide a wealth of materials which can be used in assembly programs. A report of an English Department Assembly which is suggestive of what could be done in almost any school is giv-

en below. It is from the Missoula, Montana, County High School, and was written by Janet Merrill, senior chairman of the Assembly Committee, and Miss Lyle M. Noble, English Teacher.

In an attempt to add new interest to English studies and at the same time present an interesting assembly, the Department of English at the Missoula, Montana, County High School, arranged a program using material from each of the four classes. The jovial author, Charles Dickens himself, presided over the ceremonies, adding a bit of sparkle and humor. The program included a short talk on the possibilities of the school library. Lists of books and short reviews were given for the different age groups. Further interest in literature was added by excellent reviews on several classics.

Thirty voices from the sophomore English classes participated in two choral reading selections, "The Yarn of the Loch Achray" by John Masefield, and Vachel Lindsay's "Abraham Lincoln Walks at Midnight." Ben Jonson's "Drink to Me Only with Thine Eyes," and Robert Burns' "Comin' Through the Rye" were sung by a girls sextet. Shakespeare's "Who is Sylvia?" and "Mandalay" by Rudyard Kipling were contributed by another participant.

Throughout part of the program, all sorts of characters appeared from the pages of well-known books, in a manner strange and often humorous. Robin Hood and Little John, Jean Val Jean, Scrooge and Tiny Tim, Cluny Brown—all appeared at inopportune moments, to harass Mr. Dickens, and delight the audience.

The final part of the program was a spell-down, in which two of the best spellers from each class participated until a winner remained.

With the singing of "Auld Lang Syne" by the student body, the assembly was closed, and most of the students left the auditorium with a kindlier feeling toward their English courses.

Week of October 6-10.—Science Department Assembly

The Science Department is also a potential source of outstanding assembly programs. Activities are carried on by almost every science class and club which can be expanded into programs which are both educational and interesting. Science Clubs of America, 1719 N Street, N. W., Washington 6, D. C., encourages the presentation of assembly programs on topics of scientific interest by its member clubs, which number over ten thousand in high schools.

From Holmes High School, Covington, Kentucky, has come a report of an assembly program on chemistry, which suggests interesting possibilities. It was written by Roberta Nolloth, a student, and submitted by Mr. Russell E. Helmick, Principal. The report, entitled "Chemistry Demonstrated Makes New Friends," follows:

Each Thursday morning students of the Holmes High School, Covington, Kentucky, assemble in the auditorium either to listen to note-

worthy speakers, view educational movies, enjoy an occasional all-student drama, or revive lagging spirits through pep rallies, band concerts, and athletic programs.

Mr. O. K. Price, our teacher of chemistry, recently sponsored an assembly program which entailed two-months' search for data by his students. Every student was required to prepare a treatise on each of these topics: "What is Chemistry?" "Background of Chemistry Before 1900." "Progress of Chemistry from 1900 to 1947."

As all students at Holmes aspire to perform in at least one assembly program during the year, keen interest and good-natured rivalry were noted in the senior library as participants vied for references on Chemistry and biographies of famous scientists. Mr. Price then selected a committee of three, who read each treatise, adapting the most succulent morsels into three-minute speeches.

As the talks were being given, students performed various experiences timed to illustrate each point. We are speaking of the completed program, as it was given before the student body and faculty, all of whom seemed highly alert and attentive during the demonstrations.

There was mention of long-forgotten facts, of explanations of regular class period, and of revealing data on the great advance made by scientists since 1941.

Questions pertaining to Basic Chemistry, such as "What is an atom molecule or element?," were mated to key students who prepared their answers in concise and informative style. Such questions as the following were timely and highly instructive: "What was chemistry's contribution to World War II?" "How does chemistry aid in the production of synthetics?" "Of what use is chemistry to the steel industry, to druggists, and to the farmer?"

Following the question and answer period, an atomic bomb discussion was set in progress. The effect of uranium on pitchblende was explained. A detailed report on the preliminary research to this bomb was given. The secret cunning employed at that famous "crossroads" in Oak Ridge, Tennessee, caused the audience to listen with amazement, and the dramatized mystery added impetus and fervor to the pursuit of chemistry by students.

The final portion of the program was given over to expertly chosen citations of current newspaper articles pertaining to chemistry. Many students who in the past have shied away from chemistry are said to be changing their attitude and signing up for the course.

Week of October 13-17—Book Quiz Radio Assembly

It is well to present a program early in the term to stimulate interest in reading and the use of the school library. The logical group to sponsor such an assembly is the Library Club, under the supervision of the Librarian. There are many ideas which may be carried out in this program. A good plan is that of the "Book Quiz

Radio" program such as the one below which was presented at the Salem, Massachusetts, Classical High School. The report was written by Miss Dorothy Annabelle, Librarian at that school.

The Student Library Corps wanted to present an assembly. The forty members—sophomores, juniors, seniors, including classical, commercial, scientific, and general students—had but one idea, that the program must use as many students as possible, and one conviction, that it must require little rehearsal.

From puzzled conferences, bit by bit grew the idea of a Radio Quiz Program. Some members worked up questions about books, the mechanically-minded ones devoted themselves to stage fittings and effects, and each member found some field for activity in preparation.

The Corps President, as Announcer for Station C. H. S., welcomed the "studio audience," gave a typical conditioning patter, and a "commercial," advertising R-I-F. The audience gazed upon a Broadcasting Studio, with Control Room at the left of the stage. Seen through the windows were two very busy "Engineers," with radio apparatus. Beside the windows were electric signs, which flashed on, in red, for "Applause" and "Silence." These signs, rigged up from an old bookcase, red crepe paper, wiring and white cardboard with cutout letters, were important. By their use the students were incorporated into the Studio Audience, responding at appropriate moments. This feature, intended primarily to ward off boredom if the program did not "take," was very popular with the students, who entered into the spirit fully and identified themselves with the program.

On the Studio wall, in red letters two-feet high, were cardboard cutouts R-I-F. These added a touch of surprise and suspense, which was dissolved, to the pleasure of the audience, when the Announcer gave her final Commercial, disclosing that the letters stood for "Reading Is Fun, the universal remedy for flat pocketbooks, boredom, and related conditions.

A large table, with three chairs on each side, dominated the center of the stage. Here sat the contestants, two seniors, two juniors, one sophomore, and one freshman. To the left, and slightly to the rear, were seated the Judges, one teacher and two librarians "borrowed" from the community. Behind the table of the contestants were two typewriter tables, for scorekeepers. Near the Control Room was another, with an electric bell for the Timekeeper to manipulate.

The Announcer turned the Microphone over to the Master of Ceremonies, who introduced the contestants, and went through one round of questions dealing with humorous or exciting incidents in favorite books. Each contestant was scored, and if he failed, one from the opposite team could answer.

After this round came intermission, when the Judges were introduced. As they were present

chiefly to lend atmosphere, they did not speak. The Announcer delivered another amusing Commercial about R-I-F, before turning the "Show" back for another round of questions. Each contestant had two questions, most of which they answered without too much difficulty.

At the end, before the decision of the Judges, R-I-F, was advertised again.

During the entire program the students gave the closest attention, many obviously answering the questions to themselves. It was a very popular program. Students liked the opportunity to participate, through response to signs; they liked the humor of the Commercials; they found the questions interesting, and enjoyed the suspense. The faculty found it all interesting, and a novelty for this school. And the Student Library Corps members thought it most satisfactory, because it afforded so many of them an opportunity to contribute.

Week of October 20-24—Student Talent Assembly

In one sense, every program of the student participation type on the assembly calendar is a talent performance. The kind of performance usually referred to as the student talent program is entertaining and made up of numbers in which students have special aptitude. It should not be a student "Show-off." Often it features musical, dramatic, or speech activities

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in which individual students or groups excel. Following is an account of the annual talent show presented at the Hibbing, Minnesota, High School. The program, which seems somewhat typical of performances of this type, was described by Mr. G. A. Ogden, Assistant Principal.

The annual Talent Show of the Hibbing High School was planned by a committee of girls from the student council.

Several weeks before the date set for the Show, the girls contacted various individuals and groups, asking them to appear on the program. Rehearsals were held after school hours for the dual purpose of learning the scripts and of getting accurate timing on each number, so that the program might be exactly within the hour allotted for the performance.

The new Superintendent of Schools, Mr. J. K. Michie, made his first appearance at this assembly. After being introduced by the Student Council President, he gave a speech further introducing himself.

The Master of Ceremonies, a student, introduced each act which followed with appropriate remarks. The first act was a "Barbershop Quintette" of ex-servicemen now attending high school.

The second act was a pantomime, "The Light Went Out", which was read by one of the girls and acted out by several other students.

The third act consisted of an imitation news broadcast by two boys using the microphone for their clever newscast.

The fourth act was a solo by one of the girls especially gifted with a good voice.

The fifth act was made up of a group of eight senior girls in a dance and singing skit intended to bring back part of the "Gay Nineties."

Sixth act was a duet by a boy and girl with exceptionally good voices for high school students.

Final act was a swing band composed of junior college and high school students who played several popular selections.

While this is not the best program presented at our school, we feel that it is fairly representative of programs of this type. It was truly a program which the students could call "theirs."

Week of October 27-31—"Rally" or "Pep" Assembly

It is agreed by almost all educators that one of the purposes of the assembly should be to develop school spirit and unity. The so-called "Booster," "Rally," or "Pep" assembly can make a contribution to this objective—if properly planned and carried out. One Principal described a "pep" assembly, in his school, as a "whirlwind leaving chaos behind it." If it cannot be carried out without disorder and confusion, it should not be attempted.

The week of Halloween seems about the best time for attempting an athletic rally program. Following is a description of an athletic pep assembly held during Halloween week last year

at the Grand Junction, Colorado, High School. It was written by Miss Irene Gray of the Assembly Committee of that school, and entitled "A Purposeful Pep Assembly."

As the time drew near for the game with our greatest adversary, our Pep Club wanted to plan an assembly which would give the team the best "send off" and relegate more backers than had heretofore been acquired. Fortunately it was near enough Halloween that ideas flying thick and fast were inspirational.

Following the more or less usual form of beginning programs with band numbers, flag presentation, and the like, the members of the Club formed a large circle in the center of the gym floor, leaving a break near the band side of the group. In the center of the group was placed a large caldron over which hovered a horrible witch. Two girls in a questioning mood wended their way to the witch in search of prophecy of victory. From the smoking caldron, the witch pulled letters using magic to pull them from her crafty brew. The letters were placed upon a miniature goal post and when the job was done, these letters of course spelled out the name of the opponent and the jingled prophecy was gloomy for those who would be our adversaries. There were other stunts, all of which led naturally to the group yells and a fine spirit of unity and co-operation.

The assembly closed with the presentation of a football skit and the singing of school songs.

This assembly is representative of those planned throughout the year. Each organization plans and presents one program during the year, working with the assembly committee. In this way we have a large majority of all students appearing before the student body, and variety in presentation. Much talent is discovered among the student groups. Sometimes we exchange programs with other schools, bring in outside speakers, and engage outside entertainers. A few of our programs are planned to give guidance, discuss school affairs, and stimulate interest in school work.

Orientation Day in Our Junior High

(Continued from page 16)

heads for their talks in the auditorium, 10B's were assigned to work as conductors.

We felt that our 6A orientation program was highly successful. Visiting students, teachers, and mothers were enthusiastic in their praise, and we are certain we have made a contact that proved to be both pleasant and practical. This orientation program is to become a definite part of our school program hereafter.

A nation is not made great by the number of square miles it contains but by the number of square people it contains.

News Notes and Comments

The 1947 - 1948 High School Debate Topic

The high school debate topic for the current school year is "Resolved: That the Federal Government Should Require Arbitration of Labor Disputes in All Basic American Industries." As in previous years, *School Activities* will publish a series of articles by Harold E. Gibson, Debate Coach, MacMurray College, Jacksonville, Illinois, on this topic. The first of the series will be released in the October number.

The new officers of the Colorado High School Student Council Association who were elected for the coming year at the annual meeting of that group on the Colorado A. and M. College campus last spring are Patty Ross, College High, Greeley, vice-president; Ramon Moore, Greeley High, president; and Dorothy Prouse, Golden High, secretary-treasurer.

The 28th National Observance of Children's Book Week will be celebrated this year in the week of November 16-22. The slogan around which libraries, schools and civic organizations will plan their annual programs will be "Books for the World of Tomorrow."

At the close of the 1946-1947 school year, the Pontiac (Mich.) Playcrafters Club celebrated its 20th anniversary with a banquet in honor of its founder and sponsor, W. N. Viola.

The following "School Program Publications" are available from Community Chests and Councils of America, Inc., 155 44th Street, New York City, for a small fee:

A School Program for Community Chests and Councils

Field Trips to Health and Welfare Agencies
Student Speakers for Community Service Interpretation

Building Together

Youth Serves the Community

Clinic for Cheer Leaders

An ultra-modern twist was given to athletic activity when the Iowa State High School Association sanctioned and helped direct a clinic for cheer leaders. This was held at Northwood, Iowa, where board member E. A. Prehm is principal. This is official recognition of the great influence of this phase of work which has been merely tolerated in the past. The primary purpose of the clinic was to explore the possibilities of directing the cheering sections into channels which will create good will between communities and orderly enthusiasm for the favored team. The Chinese proverb about one picture

might be paraphrased: "One good cheer leader is worth 20 policemen."

This event could be the start of a movement which would have more to do with good-crowd conduct than any number of lectures.

—*The Idaho Education News*

Reports indicate that many American high schools that gave up football during the war period are resuming contests in that sport this season—most small high school to the six-man variety, however.

The August College Edition of *Changing World* gives a report of the Second Annual Intercollegiate Institute on United Nations. It is published by American Association for the United Nations, 45 East 65th St. New York 21. N. Y.

According to *The School Press Review*, the 1947 Convention of the Columbia Scholastic Press Association was the largest in its history. Here is the record:

1925—300	1937—2100
1926—747	1938—2338
1927—1100	1939—2509
1928—1125	1940—2723
1929—1000	1941—2925
1930—1800	1942—1700
1931—1500	1943—2000
1932—1200	1944—2400
1933—1100	1945—

Convention Suspended

1934—1315	1946—2952
1935—1519	1947—3466
1936—1763	

Going to Hold a Carnival?

How to Plan and Carry Out a School Carnival, by C. R. Van Nice, supplies the plans and anticipates the problems of a school carnival. For your copy, send 50¢ to School Activities Publishing Co., 1515 Lane Street, Topeka, Kansas.

National Safety Congress in October

Nearly 10,000 safety-minded people from all corners of the United States and other parts of the world will meet in Chicago October 6 through 10 for the 35th National Safety Congress and Exposition. Programs for more than 200 sessions on all phases of safety have been planned, and four Chicago hotels have been engaged to house the delegates and their activities.

Dr. Laurence R. Campbell, whose articles on School Journalism have been a *School Activities* feature, has accepted a professorship at the University of Oregon School of Journalism.

The Pepsi-Cola Company has announced an offer of 119 college scholarships and 550 college entrance awards in its fourth annual competition among high school seniors. For full particulars, write Pepsi-Cola Scholarship Board, 532 Emerson Street, Palo Alto, California.

The Tennessee Secondary School Athletic Association, in its September, 1947 *News*, publishes the following "September Check List for Principals and Coaches":

1. File Eligibility Report with state office before first game.
2. Have all transfer students approved before allowing them to participate.
3. Set up plan to keep accurate record of player participation for season.
4. Arrange to mail Official's Rating cards to state office immediately after each game—whether played at home or away.
5. Complete plans to attend one of the group meetings of principals and coaches.
6. Check football contracts. Send form letter with time, place, and date of game to all schools on your schedule with request that you be notified immediately if opponent's record differs from yours.
7. Make contracts for officials to work home games.
8. Read carefully the 1947-48 TSSAA Constitution and By-Laws.
9. Hold conference with your Cheer Leaders—pointing out how cheer leaders can help in promoting good sportsmanship on part of students and spectators.
10. Schedule two or three good assembly programs built around theme of good sportsmanship.

From Our Readers

Editor, School Activities:

We have just learned through Mr. C. C. Harvey that we may obtain copies of SCHOOL ACTIVITIES by writing you. We would appreciate it if you would send us sample copies for use in our course in "Extra-Class Education of Pupils." and for our library.

Sincerely yours,
Victoria Frederick
Cornell University
Ithaca, New York

These copies have been sent to you. Further, they will be sent to counselors, teachers, librarians, administrators, and other school folks who are interested enough to write for them as long as the supply lasts.

Readers, this is YOUR column, so use it. Question, praise, complain, request—do what you like and send it along.



Six-Man Football Magazine

N. Y. State Six-Man Football

Coaching School Notes

The notes explain with diagrams and pictures an offense that has been used by Intramural, Weight Limit, Junior Varsity and Varsity teams. The Reversed Snap Receiver, Triple Spin, Quick Opening, Power Plays and the Passing Attack are some of the topics covered.

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How We Do It

C. C. HARVEY, *Department Editor*

CONTENTS FOR SEPTEMBER

Building Community Relations through an English Project

Student Affairs Organization sponsors "Freshman Night"

United Nations Youth, a Social Studies Club

Student-Teachers Run School on Horace Mann Anniversary

Activity Projects of a New Advanced Art Class

Future Citizens Learn Self-Reliance

English Class Publishes a Book on Wisconsin

Student Leader Group Holds Summer Senate

Junior Fourth Estate Reports Activities

Junior Chess Association Sponsors City Tournament

Extraclass Awards in a Democratic School

Campaign To Raise Money for Foster Parents Plan

Democratic Construction of an Activity Award System

A New Pattern for Our Girls' Athletic Group

Living War Memorials in Our Public Schools

How We Do It Items and Ideas

BUILDING COMMUNITY RELATIONS THROUGH AN ENGLISH PROJECT

Carl Sandburg's birthplace, a simple little cottage in Galesburg, Illinois, has recently been purchased, restored, and dedicated as a literary shrine. The project has received national recognition. A Carl Sandburg Association was organized and incorporated as "The Sandburg Birthplace, Inc." All donors to the project belong to the Association. Many outstanding national figures are members of the National Committee.

Members of the English Department of Galesburg Senior High School worked for several months correlating the work of the school with this community project. A representative was elected from each of the thirty-eight English classes, and those students became the Galesburg High School Committee for the Sandburg Association. They acquainted themselves with the objectives and history of the project. They were taken out to the Cottage for further information and inspiration—and were the first students to visit the restored Cottage.

They initiated a five-day membership campaign in the High School, recruiting 760 members, who contributed approximately \$200.00 to the fund. This money and an additional thirty-dollars, made from the sale of special basketball programs, containing more than three pages of Sandburg material and sold at a regional basketball tournament, was presented to the President of the Sandburg Association at a spe-

cial assembly. The assembly was the culmination of the entire project developed and carried out in the following manner:

In the spring of 1946 two officers from the Sandburg Association met first with the English teachers for a luncheon to acquaint them with the project—the plans and problems. Then the teachers in American literature met and discussed the possible correlation of the study of Sandburg and this community activity, and planned an assembly. These students and English teachers were given mimeographed material about the membership drive, and were taken out to the Cottage to get further information.

Then the English classes carried on many class activities both individual and group projects, i. e. bulletin-board displays; reading and studying Sandburg (textbook work and library references); singing of ballads from *The American Songbag*; listening to Sandburg recordings; going on field trips to the Cottage, etc. All students of the school had some part in the project.

Then in a general assembly, the following program was presented:

Folk Songs (selected from *The American Songbag*, were sung by members of the American Literature classes, directed by the High School music teacher).

Membership report, and presentation of money contributed.

"The Abraham Lincoln of Carl Sandburg," an illustrated lecture by a local minister.

Guests at the assembly were the local members of the Sandburg Association.

As a follow-up to the project, on October 7, 1946, at the formal dedication of the birthplace the delegates from the high school English classes, wearing special delegate badges, heard such outstanding speakers as Harry Hansen; Marshall Field III, publisher of *The Chicago Sun*; Fanny Butcher, reviewer of books for *The Chicago Tribune*; and Quincy Wright, the son of Phillip Green Wright, the Lombard College Professor who formed the "Poor Writers Club" and first interested Carl Sandburg in literature.

Later that evening a group of Galesburg High School students broadcast from WGIL (local radio station), giving a résumé of the dedication service and telling about the banquet at the Hotel Custer in the evening.

The final evaluation of the project was: 1) That there had been a superior type of co-operation between teachers and students, and members of the community. 2) That the community had been made aware of the loyalty of the high school for worth-while civic activities. 3) That young people had shared in helping to build a museum room in which they and their

children (high school students of the future) can see displayed rare manuscripts; rare autographed books; first editions; furniture; pictures; records, etc., that relate to Sandburg. 4) That young people had shared in the recognition of a great American who like Lincoln rose from poverty to national and international fame. —SYLVIA RYIN, Senior High School, Galesburg Illinois.

STUDENT AFFAIRS ORGANIZATION SPONSORS "FRESHMAN NIGHT"

Last winter the Student Affairs Organization at Arsenal Technical Schools, Indianapolis, Indiana, submitted a plan of a night for newcomers to the school, to their principal, Mr. Hanson H. Anderson. The evening was dubbed "Freshman Night," and was a unique project in the school's history.

The idea formed in the minds of the S. A. O. Executive Board which is composed of representatives of each class and special groups as, R. O. T. C., senior council, and school paper, with Miss Gertrude Thuemler, dean of girls, sponsor. This special night for newcomers was the outgrowth of the "Freshman Mixer" which had been given for freshmen by the School Service Club for several years.

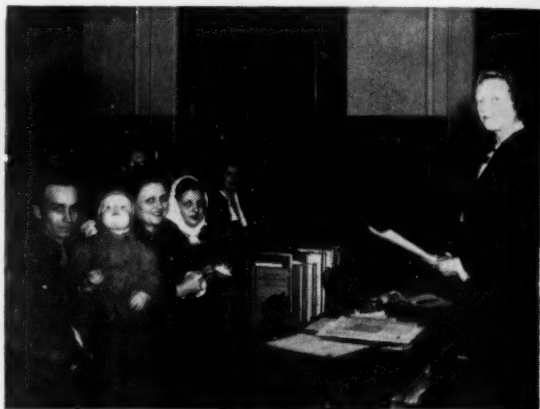
On the evening, March 17, parents were given an opportunity to become more familiar with the teachers and workings of the school. The program was divided into three divisions: visiting class teachers, roll call in pupils' roll rooms, and the Mixer. During the first period parents were urged to visit their child's class teachers



and witness work and equipment of the school.

At a regular class assembly bell, parents and pupils went to roll call to participate in actual roll call activity. Here, roll call procedure was

followed in every way with S. A. O. Representatives, Cannon agent, and roll call officers present. Green and white (school colors) Freshman Night copies of the Cannon (the school paper)



were given to the freshmen and their parents. A special bulletin organization by an S. A. O. Executive Board member and bearing a message from the principal was read.

At the sound of the second bell all journeyed to the Boys' Gymnasium where the program in the form of a Mixer progressed. Service Club members planned and presented this Freshman Mixer aided by their sponsor, Mrs. Martha Turpin, and their parents. Members presented a program ending with community singing of Irish songs typical of the season since the program was held on St. Patrick's Day. Following the formal program the guests danced to music by the Tech Dance Band. Refreshments were served. Freshman Night was attended by 2500 people. This number was the result of organization, and plans, we believe.

After the plan was formulated by the S. A. O. Executive Board, notes were sent to each S. A. O. Roll Room Representative stressing their particular job of contacting and selling "Freshman Night" to the parents and freshmen. Then the representatives met in assembly where copies of the total plan were distributed among them and explained in detail to them by members of the Board. At a similar meeting of roll room teachers, the details of the evening and their part in it were discussed. Before the night arrived, roll room representatives had secured names and addresses of all parents, and formal invitations were delivered, as well as direct messages by representatives.

The Cannon, school publication, presented a continual campaign highlighted by the special "Freshman Night" edition while the Service Club spent long hours completing Mixer plans.

Because Tech is a school of 5000 students, many parents have a tendency never to come in contact with the school or its faculty. "Freshman Night" provided an answer to this problem.—MISS GERTRUDE THUEMLER, Chairman, Extra-

curricular Activities, Arsenal Technical Schools, Indianapolis, Indiana.

UNITED NATIONS YOUTH A SOCIAL STUDIES CLUB

Students of James Madison High School, Brooklyn, New York, have accomplished something outstanding in familiarizing themselves and their fellow students with the functions, actions, and purposes of the United Nations through their membership in a social studies club, appropriately called United Nations Youth.

A majority of the students are also members of the New York City chapter of the national United Nations Youth organization and endeavor to enlarge their work in the school club through the background of the larger organization to which they send the largest school representation of the entire city. The club has contributed a president to the city chapter, who is now active in the same organization at Harvard University, and the current vice-president is a member of the Madison club.

The members meet once a week during a school club hour. At these meetings, questions of political, social, and economic interest are discussed. In this manner, the students are prepared for their participation in numerous interschool debates and for their activity in the Secondary School Conference, held at International House, Columbia University. Club members have presided over International House Conference sessions in the capacity of general chairman and panel chairmen.

Last year during United Nations Week, the club presented a dramatic assembly, designed to acquaint the average student with the United Nations, historically and practically. With the aid of the Social Studies Department and the dramatic and music organizations, a successful presentation was held at four successive assemblies. The fulfillment of the program's purpose was clearly illustrated by the student signatures on hundreds of United Nations support pledges.

The aid of the high school newspaper was also recruited to implement the group's desire to share knowledge with the remainder of the student body. As a result, news and feature articles have been printed, reporting of meetings, club accomplishments, interviews with interesting personalities, and visits to Lake Success.

Club members, through their affiliations with the Social Studies Department, have often represented the school at citywide forums and high school meetings such as the *Herald Tribune* Youth Forum at which club members have spoken. In addition, a committee of club members prepares for the annual United Nations test in which students compete on a nationwide basis and whose city and borough prizes, members of Madison's club have obtained for the school.—MAX NEWFIELD, Principal, James Madison High School, Brooklyn, New York.

STUDENT-TEACHERS RUN SCHOOL ON HORACE MANN ANNIVERSARY

March 19, 1947, students of Lincoln High School, Cleveland, Ohio, ruled. On that day, faculty members became guests in their own classrooms.

This change in school procedure was made in observance of the Horace Mann Sesqui-centennial, which was celebrated throughout America during the school year of 1946-1947. The observance was planned to help build living memorials to the "Father of the American Public School System" by encouraging qualified students to prepare for the teaching profession.

The senior president took the place of the high school principal. Head boy and girl in the school found themselves in the offices occupied by the deans of boys and girls. Every teacher selected a student whom he considered competent to take over his classes for the day.

Duties of student-teachers were the same as those of the regular teacher. The homeroom and club periods, too, were conducted by pupil teachers.


A part of each recitation period was given over to a discussion of the life and work of a great educator. Horace Mann was the theme of many classroom discussions. George Washington Carver, a great scientist and teacher, was discussed in many science classes, and William Lyon Phelps, popular English professor, was the theme of talks in English classes.

No criticism or comment was given by guest teachers during the class hour, but in a follow-up conference, good and bad points of student-teachers were discussed.

"Two Thousand Years of Education," an assembly program, which featured the teaching profession, was presented in the afternoon. In the evening a program at which teachers from various local colleges participated was presented by the National Honor Society. The entire program for Student-Teachers Day was planned by the student principal, his assistants, and department heads who served as the planning committee.—E. J. BRYAN, Principal, Lincoln High School, Cleveland, Ohio.

ACTIVITY PROJECTS OF A NEW ADVANCED ART CLASS

The new advanced art class at Kent State University High School, Kent, Ohio, is busy. Amid the hubbub of chatter and banging draw-



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ing boards, or pencils being sharpened, there are nine very industrious art students. There has never been such a class before, so they feel very lucky, indeed, to be able to pioneer and make it a great success.

As the members of the class have had not art since ninth grade, most of the lessons that would ordinarily be taught in the previous three years, must now be crammed into one. This is quite a job for the busy art teacher, who already had an unbelievably full schedule before taking the new class. A few students have even given up their lunch hour for the art period, because of conflicting schedules.

The class started by drawing simple objects, such as crude vases and dishes, and still life settings. These were done in pencil and charcoal. Then they progressed rapidly to the fundamentals of figure drawing, and after several weeks of sketching models, applied this skill to fashion layouts. The layouts were done in India ink. Some used dry brush, some washes, and others, just ink sketching. A few used black paper with white ink to create an entirely different effect.

When Christmas time came around, the girls felt the Christmas spirit, so each set to work making large paintings. With these they decorated the various bulletin-boards in the classrooms. The paintings were simply large versions of Christmas cards. One was of a little boy look-

ing up the chimney for Santa Claus. Another was depicting various presents and toys under the tree on Christmas morning. The faculty and student body agreed that these brightened up the rooms and added much to the Christmas spirit.

Right after Christmas the members started on the entries for the Scholastic Art Contest. These were done in black and white, oil, water color, and pastels.

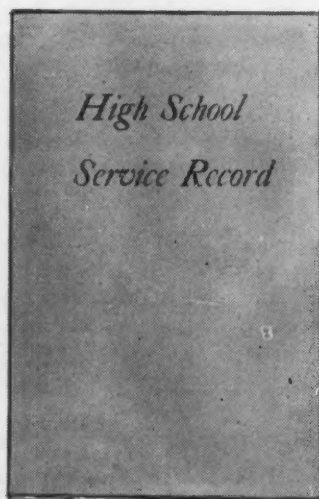
The odd thing about this group is that most of the members felt they could not draw, but were just interested in art, and would really like to try it. Many were discouraged at first but all went ahead, and those who had been discouraged usually turned out the best products in the end. Much "hidden talent" was brought to light.—CHARLENE ARNOLD, Kent State University High School, Kent, Ohio.

FUTURE CITIZENS LEARN SELF-RELIANCE

Last March, delegates all over the country left their jobs to attend the First National Conference of UNESCO in Philadelphia. In many cases these representatives closed shop, or someone else carried on for them.

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Staudenmayer, a teacher at Solomon Juneau High School, Milwaukee, Wisconsin. For three days, she left her five eleventh grade English classes without a substitute. She knew that Young America must be able to take care of itself if it is to lead the country in years to come, and at Juneau the idea prevails that future citizens can learn self-reliance and trustworthiness only if they are given the opportunity to prove themselves.

Many times students have been left for a period or two, but three days offered a vast amount of responsibility for teen-agers. In fact when told of the experiment about to be made, even the parents looked at their sons and daughters doubtfully. But after the success of the experiment, that look changed to one of pride.

Success was possible because of an existing student-teacher relationship; a relationship in which the students are trustworthy and the teachers trusting. These juniors knew, as well as their instructor, what they could do successfully without supervision. Each class, with teacher direction, planned a different assignment for the classroom and for homework periods—an example of realizing the need "of useful tasks and doing them with intelligent performance."

One member from each of the five classes was chosen critic for his group. The class periods opened with answers to any question concerning the work the students were doing. The remaining portion of the period was used in planning, outlining, or in wide reading on the particular resource unit each was preparing. Each one felt his own responsibility; yet a willingness to co-operate with others was apparent. At this same time, Treasurer Trove, a reading room project devised and administered by two of these eleventh-grade groups, was kept in operation by the regular daily monitors.

The "Juneau Spirit", this helpful one-for-all, all-for-one relationship or bond, for which Juneau is noted, is built around the honor system. Student-governed study halls, cadet force, and self-starting classes have long been traditional at Juneau. These five groups, by practicing goodwill and understanding, the two qualities advocated by UNESCO, have upheld this tradition of long standing. In doing so, they also present to the youth of America a challenge; which, if taken, will be one more step toward complete democracy in the schools of the United States. —JOHN KRUSE, 11B Student, Solomon Juneau High School, Milwaukee, Wisconsin.

ENGLISH CLASS PUBLISHES A BOOK ON WISCONSIN

As a part of the commemoration of one-hundred years of statehood, schools of Wisconsin are participating in a number of special projects.

Pupils in a 10A English Class at West Senior High at Madison decided that their knowledge of their own state could well be enlarged through an intensive study of various aspects of life in

Wisconsin. This class further planned to write a small book containing the results of their research.

Meeting as a committee of the whole, the group narrowed their fields of interest to the following topics: (1) the land—geography and geology; (2) the people and resources—conservation, (3) nationality backgrounds, (4) religious beliefs, (5) government—organization and ideals, (6) occupations, (7) recreation, (8) outstanding citizens and their concerns.

Each pupil then chose the particular topic on which he wished to work, and eight committees were formed. After each committee had elected a chairman, these eight chairmen met as a steering committee. This group did over-all planning, acted in an editorial capacity, correlated committee reports, and kept the teacher informed of the individual committee's progress.

Materials for research were obtained in the school library, in town libraries, from pupils' homes, and from individual interviews and visits. This work provided a splendid opportunity for the pupils to use resources of the community, particularly since Madison is the state's capitol and the state university is situated here. Hence some pupils visited the capitol building; others made tours to museums and displays on the university campus; still others spoke with religious, educational, and civic leaders in the community.

Each pupil gathered his material into an individual report. These in turn were combined into a joint committee topic. After necessary re-writing, correcting, and proofing were completed, the book was at last mimeographed. Numerous illustrations, including photographs, sketches, charts, and maps, made by pupils were then added to complete the project.

Each pupil received one copy of this booklet, and one was placed on file in the school library.

Throughout this project, committee activity and democratic procedures received much emphasis. In addition to the learning done in social situations, the pupils also gained practice in research techniques, clear expression, and in composition mechanics.

An evaluation of this unit was done by the pupils themselves, and each wrote a brief state-



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ment of the worth of his study. This project did not end with the publication of the booklet, for material gained from community resources is still being drawn upon for further work in composition.—WILLIAM HOTH, English Instructor, West Senior High School, Madison, Wisconsin.

STUDENT LEADER GROUP HOLDS SUMMER SENATE

The Student Leader Group of Villa Maria Academy, Malvern, Pa., considers the greatest aid toward achievement of its aims the Summer Senate which convenes three times during the months when school is not in session. The summer Senate is held in order to insure a smoothly working organization during the school year and to carry out the theme of the Student Leader Group—"Co-operation Spells Success."

Elections to the Leader Group are held each May and the newly-elected officers discuss and formulate plans for the coming year. Each department in the school is represented by a Leader so, with careful planning, the entire school works in unison. The students are informed of the tentative plans by means of a newspaper which is published by this Summer Senate. A list of new pupils is published and pen pals of the summertime become permanent pals of the wintertime.

When school reopens in September, we are really ready to begin work, rather than to get ready to begin. The Athletic Association begins immediately on its various activities. The Literary Department launches its contests. Newspaper and Yearbook ideas are disclosed. The Library Aides have acquired new books and are ready to "sell" them to anxious readers. The Music Department, which combines with the Social Leaders, has worked out a program of "socials." A joint Faculty-Leader-Student Body meeting is held the second day of school. Plans which already have had faculty approvals are placed before the student body. Questions and suggestions are solicited. Traditions and plans are explained and approved.

The proposed project for this year's Summer Senate was perfecting an inter-school exchange which the Leaders began last year. We exchange ideas and submit problems which might exist in any well-regulated school. A summation of ideas and problems is made and sent to the schools participating in the exchange. These meetings "on paper" have been quite helpful. Would you like to join us? If so, simply write what you consider your most noteworthy accomplishment in your Student Council and one question on which you might like to ask the help of others and send them along to EILEEN AGNES, Student Leader Group, Villa Maria Academy, Malvern, Pa.

JUNIOR FOURTH ESTATE REPORTS ACTIVITIES

At Bloomfield, New Jersey, Junior High School there is organized early in the year a group of

Junior Reporters. It is the purpose of this group to keep the town informed of the activities of their school by writing articles for the local weekly newspaper, *The Independent Press*.

The group consists of about seven students who are interested in journalism and who volunteer to be reporters. Each reporter selects a field he is particularly interested in, such as, clubs, homeroom or class activities, assemblies, sports, student council, or special events.

On Wednesday of each week, during the activity period, the reporters go from room to room gathering the news. They interview various students and teachers. Each one writes his articles and presents them to the teacher in charge. She checks them, and then they are typed and sent to the newspaper which prints them in the Friday issue.

The next task of the reporters is to clip the articles from the paper and paste them in a scrapbook, thus keeping a fine record of school activities. Each week the reporters write at least four articles and sometimes as many as twelve.

During the year, the members of our "Junior Fourth Estate" go on a trip to the *New York Times* to see how one of the world's greatest newspapers is published.

The reporters are faithful in gathering the news and meeting the deadlines. They enjoy see-

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ing their articles in print in the town weekly paper and feel they are being of service to the school and gaining a fine experience in journalism.—**LOTTIE R. LELEK**, Club Adviser, Bloomfield, New Jersey, Junior High School.

JUNIOR CHESS ASSOCIATION SPONSORS CITY TOURNAMENT

Minneapolis, Minnesota, chess enthusiasts have organized a club in which teams selected from the different school chess clubs compete against one another. This organization, known as the Junior Chess Association, already has six schools in its membership and plays off its matches at the Minneapolis Chess and Checker Club rooms in the Lumber Exchange.

A junior tournament was held in the Chess and Checker Club last May 17-18. An entry fee of \$1 per person was charged, but half this amount was returned after all games had been played. Eighteen years or under was the age limit. A seven-round Swiss system was used to determine the strength of the player. Prizes were given to the winners.

But now back to the Junior Chess Association. The members are North, Vocational, University, Edison, Washburn, and Roosevelt high schools. North High pawn-pushers seem to have chess champions among their ranks. Second in rank is Roosevelt which has many strong players. The Washburn and University High teams are about average. Although Edison and Vocational are a little weak, they put up a good fight.

Vocational has a girl pawn-pusher on its team. This is an oddity because all other teams are made up of boys.

Each high school team has five boys, who are numbered as to strength (No. 1 being the strongest in the team.) Then when the schools play together they match the strongest of their members together (i. e. No. 1 against No. 1, and so on.) One point is given for a win on each board played, and a half point for a stalemate or draw.—**LARRY SAMSTAD**, Miller Vocational High School, Minneapolis, Minnesota.

EXTRACLASS AWARDS IN A DEMOCRATIC SCHOOL

In many schools, a student must be a participating member of one or all of the athletic teams in order to earn the right to wear the varsity letter. At Schuyler High, Albany, N. Y., every student participating in the extraclass program is rated in accordance with the Schuyler Varsity Merit Scale, developed and approved by the General Organization.

Everything extracurricular has been grouped into related departments as the Art, Athletics, Dramatics, Music, and Publications extraclass departments. Superlative performance and achievement in any one of these for a three-year period is recognized with the award of the official sterling silver Schuyler Key, inset with the departmental emblem panel. For perfor-

mance and achievement for a lesser period and quality, departmental pins, felt departmental emblems, and merit certificates are awarded. Each departmental group sets the requirements for its own departmental awards.

In the second semester following the Easter vacation, all G. O. (General Organization) subscribers receive Achievement Merit Cards. On these they list everything for which they have not received credit under the regular school marking system. Cards are collected and checked by a Student Merit Committee. Those having the greatest number of merit points are selected as the nominees for the Schuyler Textletter S Emblem, and the Citizenship Key Awards.

The five seniors and the ten juniors having earned the greatest number of merit points for superlative performance and achievement in a variety of extraclass activities, hobbies, school projects, service groups, in addition to exceptional scholarship and citizenship, are recommended for the award of the Textletter S Emblem, the official school ensignia.

The five senior boys and five senior girls who have received the greatest number of merit points are nominated for the gold Textletter S Citizenship Key. The faculty votes for the one boy and the one girl who are to receive this award at commencement exercises. The student who has received the highest grades in required classwork for each of his three years in Schuyler-town receives the Charles H. Jones gold scholarship key at the graduation exercises.

All other awards mentioned herein are made at the Recognition Day exercises, a one-and-one-half hour assembly program scheduled on the third Friday of May. A large display case in the main corridor shows all of the awards that can be earned in Schuylertown.

The citizens of Schuylertown are proud of their award system because here all, boys and girls alike, are rewarded once each year for voluntary participation and achievement which has been judged superior and outstanding.—**ADOPH J. SCHABEL**, Director of Extraclass Activities, Schuyler High School, Albany, N. Y.

CAMPAIGN TO RAISE MONEY FOR FOSTER PARENTS PLAN

For the past three years, the student body of Amherst, Mass., High School has been the foster parent of a child under the Foster Parents Plan. The purpose of this charitable organization is to provide food, shelter, and loving care to children of the United Nations—and little

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victims of Nazi aggression. These necessities are made possible by the establishment of colonies in war-torn countries which are supported by the foster parents who each contribute fifteen dollars a month.

At first the fifteen dollars was raised merely by making a collection every month—later this was changed to a weekly collection. This proved to be more successful, for it enabled those who did not remember their money one week to contribute the following week. However, even though the weekly plan of collecting money was more successful, there was still a desire for a change in the method of raising money.

Last year after the students had voted to continue supporting our foster child, the student council began planning a campaign to raise enough money to support her for five months. The goal was set at seventy-five dollars, or twenty-five cents per student. While discussing the plans, it was agreed that the campaign should be worked on whole-heartedly and not made just a feeble attempt. Thus it was the work of the whole student council, and not of just one committee. The campaign itself was to be thorough; it started on a Thursday and lasted a week. The last day of the campaign was the climax—when “I-Day” tags were sold for twenty-five cents. (Our foster child’s first name is Ida.)

But before this, came much preparation and campaigning. It was felt that more interest would be aroused if “I-Day” were kept a mystery for a time, thus a poster committee was appointed to be responsible for the making of posters. The main theme of these posters was, “What is I-Day?” Some were outstandingly original and drew a great deal of attention. These posters were put up on Thursday, the first day of the campaign; some of the posters were replaced by others, but the theme remained the same until Tuesday of the following week. On Tuesday, the poster committee replaced all the old posters with ones which had “Giving to Ida” as their theme.

Also on Tuesday stenciled sheets, which were prepared by another committee, were passed out to the student body. These sheets explained what “I-Day” was. On the bottom of the sheet was a bill which had the student’s name on it and which billed him for twenty-five cents.

On Wednesday the council members gave their homerooms pep talks on “Why students should give to Ida,” and one was given in assembly. Throughout the campaign and especially in the pep talks, an effort was made to reach the student as an individual and make him realize that it was his responsibility to make the campaign a success.

On Thursday, the final day of the campaign, the tags were sold. They had been made by a committee appointed for that purpose, and by volunteers. The tags were two inches square, made of colored paper, punched in a corner, and strung with a piece of four-inch ribbon. On them was printed “I-Day.” The tags were put

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into packs of fifteen which made them easier to distribute to council members. The task of keeping track of tickets given out and money returned was done by the student council faculty adviser. The tags were sold by the homeroom representatives before school and during the activity period. They were also sold by student council members throughout the day and at a booth during the lunch hour. The campaign was successful, and was a valuable experience in charity, responsibility, and cooperation.—CONSTANCE PETROSKI, Amherst, Mass., High School.

DEMOCRATIC CONSTRUCTION OF AN ACTIVITY AWARD SYSTEM

In the fall of 1946, the student council of the Community High School, Mahomet, Illinois, discussed the possibility of improving the activity award system then in use. The old system represented a few remnants sewed on an already patched quilt. In many ways it was unfair because it awarded some kinds of service and completely ignored others. The kinds of awards were not always in proportion to the quantity or quality of service.

The council began work on this project by studying what should be the purposes of an activity program and system of awards. After much discussion and deliberation, the following factors seemed important and were adopted:

(1) The activity award system should be impartial, which does not mean recognizing some services and ignoring others.

(2) It should recognize quality of service as well as quantity of service.

(3) It should exclude the athletic award system and the scholarship awards.

(4) It should be flexible enough to allow for future changes and for minimum performance of service.

After careful study of the various activities in the school, the council evaluated them and assigned each into one of four groups. These groups were given point values: 20-15-10-5.

The following indicates the groupings proposed and adopted:

Group A—President of student council, organizations, and classes; athletic captains; yearbook editor; newspaper editor; student head librarian, magazine salesmen (\$100 or more).

Group B—Newspaper staff; assistant editor and business manager of yearbook; vice-presidents and secretaries of classes; student librarians; manager of magazine campaign; magazine salesmen (\$75 or more); D. A. R. winner.

Group C—Yearbook staff; student council members; committee chairmen; chorus members, band members; class captains of magazine campaign; major parts in class plays; magazine salesmen (\$50 or more).

Group D—Committee members; members of organizations; music festival participants; minor parts in class plays; assembly program participants; perfect attendance (no tardiness); mag-

azine salesmen (\$25 or more); voluntary service to teachers not otherwise provided for; intramurals (two points for participation plus two points for each person on winning team or plus two points in case of individual winner); for individual performance of merit to be determined by teacher in charge of activity, including such things as: (1) outstanding work in some skill, (2) meritorious work on judging teams, (3) interscholastic contests, (4) establishing new individual records, (5) other achievements.

A student's activity points accumulate throughout high school. The awards adopted by the council are old English Chenille M's, and are earned as follows: 4 inch M— 150 points, 6 inch M— 300 points, 8 inch M— 500 points.

Several features of the system are worthy of mention. Students who do worthwhile services for teachers on a voluntary basis may receive activity points for the services at the discretion of the teacher. The evaluation of the activities of the high school has been significant. Students who are elected to office do not necessarily get maximum number of points. The maximum is dependent upon quality performance as judged by the sponsor.

The system is still in the experimental stage and is subject to adaptations. The significant factor is that students can and will attack school problems of major importance and arrive at reasonable solutions. It has not been the *product* as much as the *process* which has been of value to them.—KARL L. MASSANARI, Principal Mahomet, Illinois, Community High School.

A NEW PATTERN FOR OUR GIRLS' ATHLETIC GROUP

Last year the Evanston, Illinois, Township High School Girls' Athletic Association faced the problem of streamlining its activities. Established in 1930, the same program was the basis for the G. A. A. in 1947. Certain activities were offered during certain seasons, the same parties were given at the same times during the year, and the same plan of awards was used. All the officers and sport managers were elected by the whole Association at one time during the year; and the time, place, and frequency of meetings were decided by the faculty. Many sports were duplicated throughout the school year. Speedball, for instance, was taught in classes and it was also an after-school activity.

There were two exceptions to this traditional routine—the Saddle Club and the Bowling Club, both recently established. Not only were these two clubs conspicuous for their individual ideas and organization but also for their success. Both had large and active memberships. Realizing a lack in our program as indicated by the comparatively small group that patronized our other proffered activities in contrast to these two successful clubs, we set about to evolve a suitable change.

Several representative girls were chosen from

each school year to discuss the problem. When these girls agreed that the present G. A. A. program had become inadequate and unattractive, they drew up a program of activity clubs, including suggested means of introducing this plan. At their suggestion, a clever skit introduced the new idea at an all-girls' assembly. The activity club plan was explained and the possible organization outlined. Lively questions and good suggestions from the floor proved that the plan was workable, and it was enthusiastically received. Throughout the whole scheme, emphasis was given to the fact that nothing was to be done unless it was called for by the girls themselves. There were to be no more clubs set up by the faculty, with faculty pushing for attendance and interest. The staff would gladly support, guide, and sponsor, but nothing more. The response was overwhelming. Girls interested in the program took it upon themselves to talk with others in gym classes and sign up those who were interested in one or more sports or activities. The interest shown by the girls indicated which clubs should be formed.

The following clubs were active during the late winter season: basketball, badminton, fencing, swimming, table tennis, modern dance, out-ing (skiing, skating, overnight hikes), as well as Saddle and Bowling Clubs from the original organization. Each interest group held its own meeting and chose its meeting time, officers, and program. Naturally, the membership lists are much smaller than the first interest lists, but still a gratifying increase in participation is noted. Another source of satisfaction is the fact that the individuals who participate are from a much wider group. Perhaps some advantage is gained by the breadth of interest served by the variety of clubs. Many girls who were formerly not interested in G. A. A. now find themselves hearty supporters. G. A. A. is no longer a club for a certain type of girl. Our club members come from all types and classes. Nearly every girl in school has an interest in one or more clubs.

The presidents of the various groups are members of a controlling board which is responsible for the interrelationship of all the clubs. Two senior girls, a president and secretary, elected by all club members, conduct the business of the board. Now the girls have their own organization, in which they are successfully planning and executing their recreational activities. We have every reason to be proud of their accomplishments.—Miss MARY BETH TIMM, Girls' Physical Education Department, Evanston, Illinois, Township High School.

LIVING WAR MEMORIALS IN OUR PUBLIC SCHOOLS

Those who fought in World War II probably will be honored in most communities, not with monuments but with living memorials, something the community can use. A logical form for

the living memorial is the community center. Thus concludes a report of the Russell Sage Foundation, 130 East 22nd St., New York, N. Y. Information on living war memorials may be secured from the Russell Sage Foundation, the National Education Association, and from other civic and educational groups.

In New York City, an advisory committee on war memorials has made a report which should be helpful to schools and communities in honoring those who served in the war. Some suggestions in regard to memorials in public schools which this committee offers follow:

A war memorial must have permanence, aesthetic value, patriotic appeal, and inspirational stimulus. The resources available and needs of the school are main guides in its selection.

Every school should have a list of school graduates or personnel who served honorably in World War II.

Memorials should not be limited to dead heroes, but should somehow reflect our pride in all men and women who saw service and who, whether exposed to personal danger or not, were instruments of victory.

At the elementary school level a memorial should involve first-hand pupil experiences and should be a stimulus to community service. The presentation should be made at appropriate assembly exercises.

Among school memorials suggested by the committee are:

A scholarship in memory of school and community servicemen.

A memorial garden or trees.

A student aid fund.

A war memorial alcove in the school library.

A memorial window or windows.

A set of city, State, and national flags.

Books for the school library to serve, for example, as a poetry corner, or a special social studies section.

Appropriate murals.

Reproduction of art masterpieces.

Original paintings.

Sponsored memorial concerts.

Plaques in bronze and other materials.

Sculpture.

Flagpole bases artistically treated.

Memorial fountains.

An ornamental lighting fixture selected for beauty and use.

HOW WE DO IT ITEMS AND IDEAS

Elected officials of the student self-government board at Oakland, Calif., Technical High School decided to do something about the urgent need for landscaping and upkeep of the school grounds. Working with the small regular maintenance staff, they improved the landscaping, and have since kept the grounds in A-1 condition. A Commissioner of Maintenance is now selected at each student election to keep up the work.—From Self Government News Letter, Na-

tional Self Government Committee, Inc., 80 Broadway, New York 5, N. Y.

"Learning by doing" is the keynote of the Junior Achievement Program. Under this program, boys and girls 15 to 21 years old are set up in small companies which are run and operated by the young people themselves. For information about this organization, write to Junior Achievement, Inc., 345 Madison Ave., New York 17, N. Y.

Among the suggestions garnered from 25 cities by *School Briefs*, published by Scott, Foresman and Company, for lessening school vandalism is this one: Ask the children to supplement the Pledge of Allegiance to the Flag with—"I pledge that I'll preserve and protect this school which my parents have provided for me."

A handbook on discussion techniques for forums, discussion groups, and clubs, and other useful material for youth groups may be secured from the Junior Town Meeting League, 400 S. Front St., Columbus 15, Ohio.

Book Parade is the school library newspaper of Test Junior High School, Richmond, Indiana. Published by the pupil library assistants, this mimeographed paper is issued during Book Week and several other times during the school year. This creative project was started to increase interest in books and other worth-while reading materials.

A Hiking Club has been organized by the Intra-Mural Sports Club of the Ballard High School, Seattle, Washington. The purpose of this Club is to promote outdoor recreational interests.

For several years through the generosity of the Buhl Foundation, high schools of Pittsburgh, Pa., attend two one-hour concerts by the Pittsburgh Symphony Orchestra. Recordings of the numbers to be played by the Orchestra are presented previous to the concert with some interpretative remarks by the music instructors. These records are played for the music classes and after school for those not enrolled in music.

Through the years Abraham Lincoln High School, Council Bluffs, Iowa, has set a goal of putting on the walls of the building some original painting and many reproductions to represent every great school of art in the world—pictures (lighted in the dark alcoves) representing fine paintings, historic events, etc., friezes, statuary, and advertising art. The Carnegie Corporation recognized this project by granting to the school its Art Teaching Reference Set which includes many volumes in the library, mounted prints, and some reproductions for framing.

Each fall at the North Junior High School, Niagara Falls, N. Y., a representative of a pattern

company puts on a fashion show for the girls. Last year a special assembly just for the boys was held in this school during Boy Scout Week. Some of the Scouts took a trip by canoe into the Canadian woods during August of the summer before. The trip was filmed and the assembly was built around the film. Boys brought the equipment used on the trip and other articles for demonstrations.

Newspaper Staff Manuals

(Continued from page 17)

IV. Staff procedure

A. Editorial

1. Covering news and features
 - a. Assignments: regular, special, optional
 - b. Interviews
 - c. Writing news stories
 - (1). General rules
 - (2). Tips on special types
 - d. Copy editing
2. Preparing illustrations
 - a. Halftones
 - b. Linecuts
3. Makeup and typography
 - a. General rules
 - b. Dummies
 - c. Headlines and captions
 - d. Proofreading

B. Business

1. Circulation
 - a. Subscription promotion
 - b. Distribution
 - (1). Local
 - (2). Mail
2. Advertising
 - a. Advertising promotion
 - b. Solicitation
 - c. Collections
3. Financial
 - a. Records
 - b. Collections
 - c. Handling money

V. Staff relationships

- A. Advisers
- B. Staff selection
- C. Staff promotion
- D. Staff social activities
- E. Office routine
- F. Staff library
- G. Office equipment
- H. Press conventions
- I. Quill and Scroll

This outline will not fit the needs of every school newspaper. Staffs producing duplicated newspapers will want to include sections on mechanical operations. Then, too, some staffs may add the headline schedule, style sheet, copy reading-

symbols, proofreading symbols, a bibliography, list of terms, etc.

If the staff cannot afford to issue a manual to each student, it should type-write several copies, one of which may be posted on the bulletin board. In planning such a staff manual, the staff will "think through" many of its current problems. Unquestionably an up-to-date staff manual can help to make a good staff better.

Student Council Election

(Continued from page 18)

own homeroom on the proper registration forms provided by the school. Ballots are distributed only to those properly registered. The Primary as well as the General Election is carried on in the individual homerooms by the judges and clerks, duly appointed by each respective party in that homeroom. These officials not only supervise the voting, but also the counting and certification of the election results to the school canvassing board, who issue certificates of election to the successful candidates.

The candidates who survive the Primary Election appear before the entire student body in two special election assemblies. Here they discuss openly with their fellow students their own ideas for the betterment of the school.

This election assembly is the highlight of the whole election procedure. Parents, friends, and special guests of the candidates and students attend these rallies. The speeches are recorded as they are actually given in the assembly and become a part of the school's records. Usually, the recording is played privately for the speakers, so that they may get hints for improvement before the final election assembly takes place. Visitors are sometimes surprised to hear these youthful candidates discuss their ideas on improvement of assembly programs, recorded music during the lunch period, citizenship in the school, and the method of marking now in vogue in this and other present-day schools. These young candidates are serious minded individuals when it comes to the betterment of their school, and they know that any good idea has a fertile field for growth in this school, which stresses democratic planning between students and faculty. As far as consistent with the rules of the board of education, students are given additional responsibilities as they grow in the ability to assume them.

The General Election is always the immediate day preceding the New Jersey state election. On the school day following the school election, each student finds on his desk upon arrival in the morning a special election edition of the school paper giving detailed results of the election. Congratulations are extended to the winners, and the losers renew their hopes for the succeeding year. Although elected, the candidates do not take office until the end of the week, when the principal in a special assembly program administers the oath of office to each. This assembly also provides an opportunity to the student body to hear the inaugural address of the newly elected president.


Student Assistance in Audio-Visual Aids

(Continued from page 19)

being trained in the use of the camera and filming techniques, so that in the future we shall be able to present films made of students, by students, and for students.

The emphasis on audio-visual aids is based on the fact that they are supplementary teaching techniques. It is the mechanical assistance of the students that makes possible the operating of the program. Without student help, it would be impossible to achieve the wide use we make of audio-visual aids. The amount of work done in a year is tremendous. During the month of March, the two sound projectors were in use for the twenty one school days and were being used nearly every period of the day, often being shifted from room to room. Besides these projectors, the Camera Crew kept five other projectors and two victrolas in constant circulation and operation. Then there were four broadcasts by the Junior Broadcasters Club, which, of course, implies daily program planning and rehearsal meetings.

Student participation is absolutely essential to our program from a teaching point of view and is highly desirable from a guidance and student activity point of view.



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STUNTS *for Programs and Parties*

Fun With a Recorder

Conceal a phonograph recorder behind a screen near the entrance to your party, and set the microphone where it will pick up the remarks of guests as they are met and greeted at the door. Later in the evening—perhaps while refreshments are being served—play back the recording. Guests will be fascinated to hear their own voices and amused at the remarks they have made.

This is only one of several ways by which a phonograph recorder can be used to add interest to a party. Such a machine is available now in most communities.

Baby Doll Chorus

Choose boys as performers. For music, use the song "My Dolly" from the Teacher's Manual No. 1, Progressive Music Series, or other doll song. For costumes, make the bodies of the dresses of dainty-colored cambric, use crepe paper for the ruffles, and trim the necks, sleeves, and skirts with tinsel. Suitable wigs may be made from raveled rope. Apply make-up generously to produce brilliant cheeks and distinct eyebrows and eyelashes.

Let the chorus enter the stage from behind the curtain to music in six-eight time, with short steps and not bending the knees, hands held firmly at sides, eyes straight ahead. From this point, supply such action as strikes the fancy of the director.

This number requires some work and more drill than most boys want to give to it, but for an extremely "light" entertainment feature it can be depended upon.

Pyramus and Thisbe

This classic among one-act plays is always available without the purchase of copies or the payment of royalty. Just turn to Act V of Shakespeare's "A Midsummer Night's Dream."

Production of this playlet offers hard work and plenty of it, but it is a lot of fun. Intense study of the lines reveal the possibilities in stage setting, costuming, and acting. This study should be followed by discussion and exchange of ideas among the participants. To avoid the disaster of "too many cooks", the director will have the final word.

In keeping with the custom of Shakespeare's time, all the actors will be boys, and there will be no need for the use of stage curtains. All this, with dead actors crawling off the stage, combined with correct character make-up and the author's clever lines, will make a good show.

Interviews

Every community has its interesting characters who could not make a speech and would not try. Old residents, who know the town's early history; witnesses of some local incident of interest; war veterans or other returned travelers; and public officials offer abundant opportunities for thrilling program numbers. These—if properly approached, given thorough understanding of what will be expected of them, and assured that they will not be embarrassed—will consent to being on your program.

But don't undertake an interview without having had at least one thorough rehearsal. Both questions and answers should be carefully thought out beforehand to insure completeness, clarity, and fluency. However, they should never be memorized.

"You're It"

This time-tested icebreaker is in season. To refresh your memory, this is how it is carried out:

The guests form a circle, with someone who has consented to be "It" inside. If the circle is large, there should be several "Its"—about one to each twenty players—or the guests should be numbered, the "odds" to make one circle and the "evens" another.

Persons in the circle are instructed to be prepared each to give the name of the neighbor to his right. If he is unable to respond with that name after "It" has pointed to him and before "It" has been able to say "You're It. You're It", he must give up his place in the circle and become "It" himself.

This game is good for a few minutes entertainment, but it should be discontinued as soon as it has served its purpose and interest begins to lag.

A German Band

If you need a comedy number and the time is short, why not arrange for a German Band? For either parade or program, this feature will get attention, which is what a school wants in advertising a game, carnival, or other school function.

For the Band, select a half dozen boys who can play appropriate instruments. Use ridiculous costumes and make-up. Plan and rehearse the performance in good time. A small group of comic musicians marching to "Oh Where, Oh Where Has My Little Dog Gone?" is a starter for ideas. Let your ingenuity carry on from there.

Comedy Cues

THE RIVALS

"Oh, I know a few things," said the haughty senior.

"Well, you haven't anything on me", retorted the freshman. "I guess I know as few things as anybody."
—Selected

INFORMAL

Old Chief Train-Whistle was losing his popularity. For many years he had ruled his tribe according to the wisdom of his father, but now that most of the younger braves were wearing honorable discharge buttons, things just weren't the same. Now, Chief Train-Whistle was not the kind of Indian who is easily defeated. He hired himself a public relations man—a Pueblo dweller who had recently been connected with the OWI. "You're too formal with your people," said the public relations expert. "You want to be more human, more personal. Let me write your next speech."

That was how it happened that old Chief Train-Whistle stood up in the next council meeting and said: "All of you know me as Chief Train-Whistle, but I hope in the future you will feel free to call me 'Toots!'"

—Kablegram

A NICE JOB

Two college presidents were discussing what they'd like to do when they retired. "I'd like to be superintendent of an orphans' home—no letters from parents," said one.

The other suggested: "Why not be a penitentiary warden? The alumni don't insist on coming back."

—Wisconsin Journal of Education

Two students were about to take an exam in English literature.

"Great Scott," said one, "I've forgotten who wrote 'Ivanhoe!'"

"I'll tell you that," replied the other, "if you'll tell me who the dickens wrote 'The Tale of Two Cities'."
—The Torch

BOOK LOVERS

An editor asked his readers to send in remarks on the subject, "Books that have helped me." One of the replies was: "My Mother's cookbook and my Father's checkbook."

—Balance Sheet

HORTICULTURAL

Mrs. Newrich was fond of flowers and especially liked the salvia, but she was not very reliable in getting the names right. She was giving directions to her gardner: "On this side of the walk," she said, "I want you to put out some

salivas. Now what would you suggest for the other?"

"Well, madam," answered the gardner solemnly, "maybe it would be a good idea to put some spittoonias there."

—Balance Sheet

Building Interest in Dramatics

(Continued from page 20)

of the speech of the area was made through such sources as "Dialect Notes". Research on costumes, make-up, and properties was done in a similar manner.

A week before the play was produced, much of this research material was used in preparation for a school assembly. A chairman announced the production date of the play and invited students to "meet the folks back home in Indianny." Old Indiana customs, such as husking bees, apple-parings, and hoe-downs were described and dramatized. A portion of the novel was read in dialect by Paw Means, who also interpreted many Indiana colloquialisms. Music for the assembly and the final program was provided by the school's music department. The girls' physical education teacher directed the square dance sequences. Programs were prepared in the commercial department.

The large group of students who participated in this play became deeply interested in it and in dramatics in general. A committee of five approached the dramatics director and asked that a dramatics club be formed "so that we can have more and better plays." A general meeting of interested students was called; fifty students attended, appointed a constitutional committee, and then organized. The club now numbers about seventy-five, with provisions for shifting membership so that a student may take part in other after-school activities during the year.

The value of the entire production can hardly be summed up in one paragraph, but it should be pointed out that the six or seven main characters in the play were working on difficult roles, and thus were preparing themselves for lead roles in later plays. A larger group played shorter roles and gained poise and experience for longer and more difficult dramatic attempts. The bit players gained a speaking acquaintance with the techniques of acting and had the added experience of creating their own characters and lines. This is one case in which the description "the more the merrier" is undoubtedly apropos.